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Western Carolina College has, since the summer of 1958, provided a summer school program for highly gifted children (IQ scores 146 to 210) in the 4th, 5th and 6th grades. The students lived in the college dormitories with adequate supervision. The program included supervised physical activity, similar to a summer camp. Many field trips and similar activities enriched the regular morning classes. Integrated with the children's program is a teacher-training program. Reports of teachers, counselors and researchs involved in the program use student dialogue to demonstrate the success of the program.

An auxiliary program was provided for bright elementary students (I.Q. 115 and up) to study a foreign language. High School students were given the opportunity to take college level courses in the 1959 through 1961 sessions.

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THE CULLOWHEE STORY

A Program
for
Superior and Gifted Students

WESTERN CAROLINA COLLEGE

WESTERN CAROLINA COLLEGE
CULLOWHEE, NORTH CAROLINA

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THE CULLOWHEE STORY

A Program
for
Superior and Gifted Students

Harold H. Bixler, *Editor*

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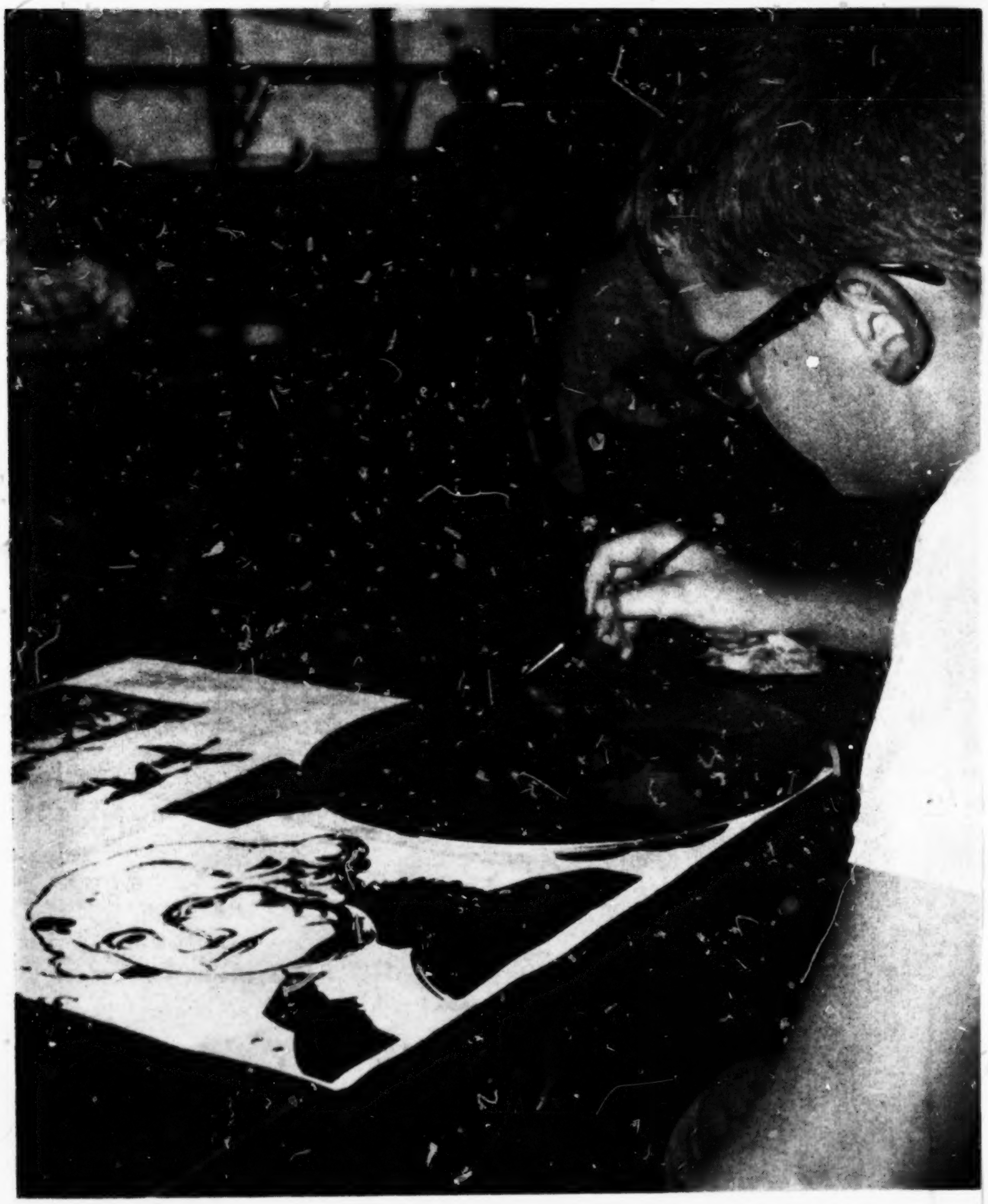

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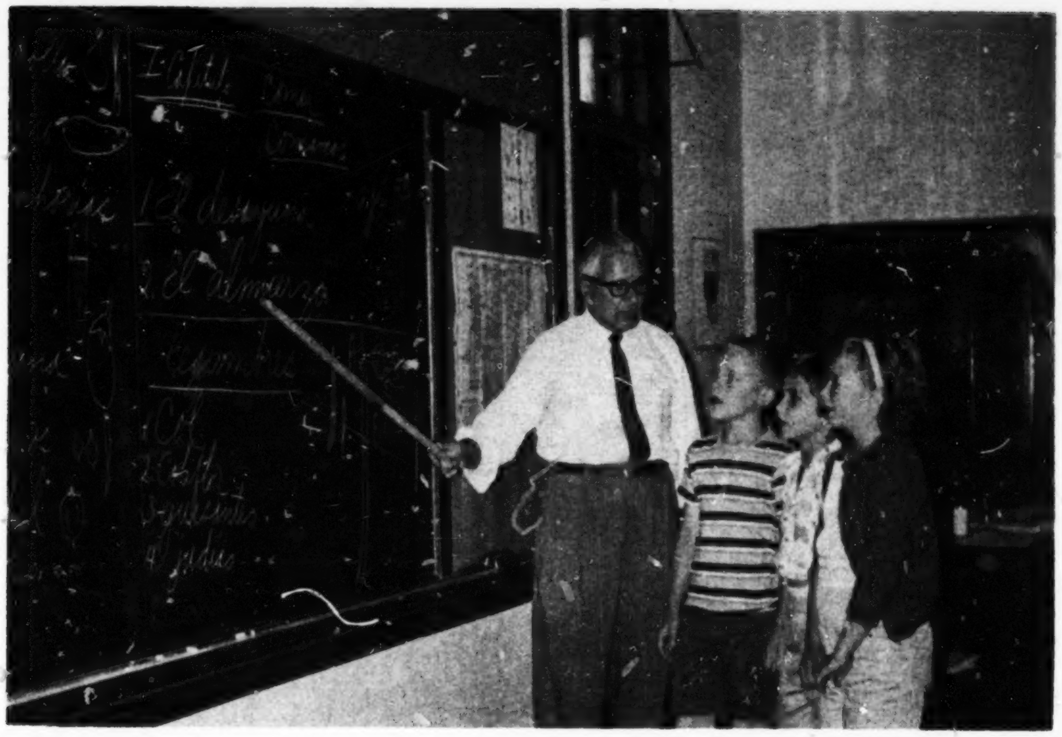
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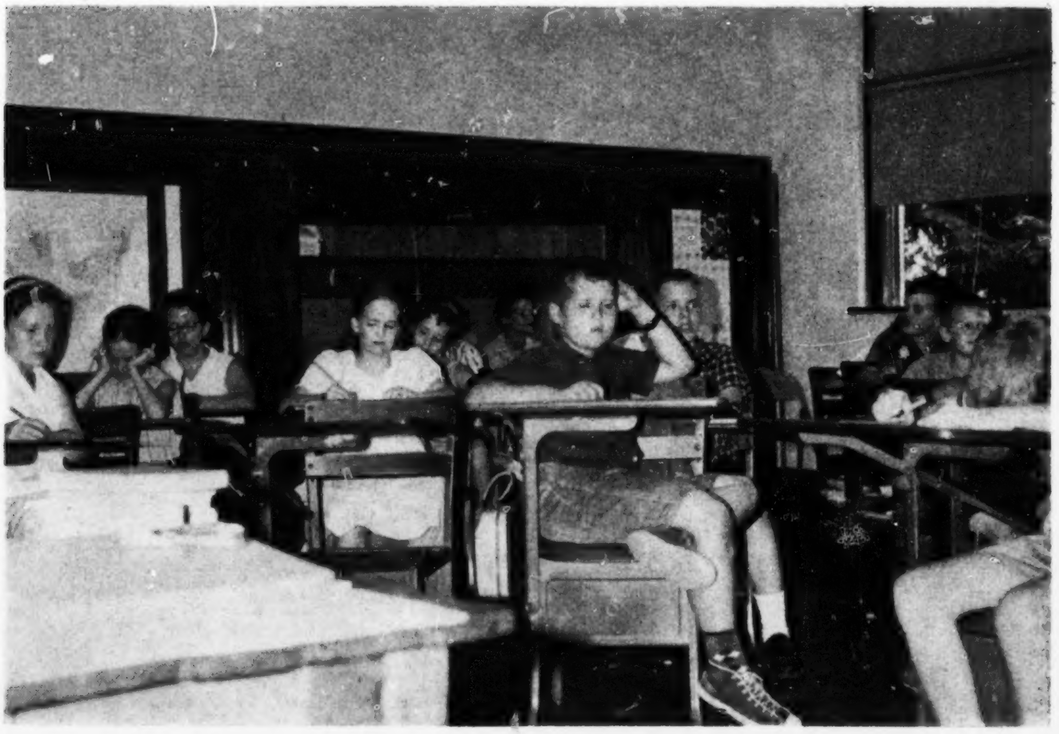

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FOREWORD

This is the story of a summer program for gifted children. It is now in its fifth year. Special classes for gifted children in public schools are not new; however, there are relatively few special classes for elementary school children in North Carolina, and not too many in the other forty-nine states. There are many reasons for lack of interest in special classes on the part of school administrators. Some feel that it costs too much. Some believe that gifted children can take care of themselves. A few administrators are not willing to give the time and put forth the effort required to organize and maintain special classes.

The Cullowhee Program for the gifted is unique in several respects. First, and most important, is the fact that the elementary school groups include some of the most highly gifted children ever assembled in one place for instruction. This, of course, is possible because applications are received from all parts of the State and neighboring states.

Second, the children are brought to a college campus where they live in dormitories with adequate supervision. By contrast, summer programs in Charlotte, Winston-Salem, and other cities are mainly day programs to which pupils come each day for two to six hours of classroom instruction.

Third, the total program includes many unusual features. The afternoon schedule includes supervised physical education activities with instruction in tennis and swimming, comparable to that of a summer camp. Since the sponsors believe that breadth is a desirable feature of education for the gifted, there are also opportunities for work in arts and crafts.

Fourth, along with recreation, field trips, and concerts, there is stress on hard work. Much emphasis has been placed on development of study skills. Every evening there are supervised study periods lasting from one to two hours. Follow-up studies show that this practice carries over into the daily routine after the child returns home.

Fifth, the program for the children is integrated with a teacher-training program. Large groups of teachers come to the campus each summer. Many have been nominated and sent by their local school superintendents. Some have had financial assistance (full-time fellowships) because foundations have made contributions.

As the following pages describe, the program began in 1958 with a fifth grade. The next year, there were two classes—fifth and sixth grades. Limitations of dormitory space made it impossible to admit all who applied. There was also a demand for classes for bright children (IQ's 115 and up) on a day-time commuter basis. In 1960, therefore, a fourth-grade commuter class was organized to concentrate on conversational Spanish. This class returned in 1961, and a new fourth grade was organized. In this new fourth grade, French was begun.

In 1961, students were also invited to register for superior seventh and eighth grade classes. These were commuter students, mainly from the four-county area as well as children of students who were attending summer school. The screening procedure for this group was based on weighting a group IQ with achievement test scores. Names were listed in rank order and students taken in order beginning at the top until approximately sixty had been chosen. These were divided into two sections. One concentrated on Mathematics and Science and the other on English and Social Studies.

High school students and their parents asked about provision at that level. There was one Chemistry class in 1959, a Biology and a Modern Algebra class in 1960. An expanded program in 1961 saw college-level classes for bright high school students in Chemistry, English, Modern Algebra, Modern European History, and Intermediate Spanish.

The chapters in this brochure have been written by Dr. C. D. Killian, Head, Department of Psychology and Education, at Western Carolina College, by the teachers who instructed the students, by a counselor who supervised dormitory and other out-of-class activities, by a researcher attached to the Laboratory school, and by in-service teachers who came to observe. In the final chapters there will be a brief resume of research studies. One of the most important research studies is a follow-up of the students who have been in the gifted and superior classes. At this time the study is still in process; hence, Miss Anne Cowan, Research Associate, is reporting tentative conclusions only.

Our thanks go to all of the contributors as well as to the Mary Reynolds Babcock Foundation and the Z. Smith Reynolds Foundation whose contributions made possible the printing of this brochure.

Harold H. Bixler
Editor

April, 1962

CHAPTER I

HISTORY OF THE CULLOWHEE PROJECT

By C. D. Killian

Western Carolina College for several years has been concerned with the professional education of teachers in the field of special education.

On January 6, 1958, Dr. C. D. Killian, the writer, proposed to President Reid that a special class for gifted children be planned for the summer of 1958. Along with this class was to be a class for teachers since it was my conviction that a special class for children would be of great value in the teacher-education program.

PLAN OF SELECTION

The original announcement called for nominations from elementary school principals of gifted children who had been enrolled in the fifth grade during the school year 1957-58. For screening the children, the following qualifications were proposed:

1. high in academic aptitude as demonstrated by group and (or) individual tests,
2. advanced at least two years educationally as demonstrated by standardized tests,
3. interested in and have an aptitude for science, literature mathematics, or other fields that especially lend themselves to enrichment,
4. at least average in social and emotional maturity, and
5. each child must be screened by an approved psychologist, preferably his own.

It was my original intention that the minimum Binet IQ be 130. By May 1, 1958, however, a total of 110 children had been nominated. Eleven psychologists assisted in the screening. So large was the number of applicants, that a much higher IQ had to be set as the cut-off point. The final group chosen consisted of 12 girls and 17 boys, ranging in age from 9 to 11 and in Binet IQ from 146 to 190. The average IQ was 164.

The plan of selection in 1958 worked so successfully that we decided to use it again in 1959. Again nominations were invited from fifth grade teachers. Again the college was swamped with applications. The Binet IQ range of the group finally selected was 153 to 210.

In addition to this new group of fifth grade children in 1959, there was also invited a group of fourth grade children. The applications from this group were received only from schools in the four counties adjoining the campus. The requirements were not so rigid and the IQ was based on a group test, rather than an individual test. In 1959, this fourth grade group was in school from 9 to 12:30 P.M. The program was centered around Conversational French. See Chapter 5.

The original 1958 group was also invited to return in 1959. This was at the end of the sixth grade year in school. All of the children of the 1958 class returned. Later chapters will describe in more detail the curriculum which was used.

Also in 1959 high school students were invited to study advanced Chemistry. This group was also carefully screened and proved to be very high in native ability as well as in school achievement.

The plan followed in these two years was continued in 1960. For that summer a new fifth grade class was chosen, and the children who had been here the preceding summer, now enrolled in sixth and seventh grades, were invited to return. At the high school level, classes in Biology and in Modern Algebra were organized. At the fourth grade level in 1960, the screening process was similar to that used in 1959. Spanish, however, was the language chosen for this group. In all, there were six special classes on the campus in 1960.

In 1961, the program was expanded still further. For research purposes it would have been desirable to invite the original class of 1958 to return for the fourth consecutive summer. However, because of limitations in dormitory space this was impracticable. For similar reasons, the class of 1959 was not invited to return for the third summer. Therefore, there were in residence two highly gifted classes, a new fifth grade and a sixth grade made up almost entirely of students who had been on the campus in 1960 as fifth graders.

Commuting students in 1961 included superior fifth graders who had been enrolled in 1960 in Conversational Spanish. There was, also, a new fourth grade which began work in Conversational French.

At the high school level, classes were offered in college level English, History, Chemistry, Mathematics, and Spanish. A new feature of the 1961 program was instruction in Reading Improvement. This course was planned for superior high school students and college freshmen of high ability but with weaknesses in reading. One of the major objectives of this class was improvement in speed of reading. A junior high school class in reading emphasized remedial aspects. To summarize, there were fifteen special classes in 1961.

CHAPTER 2

THE INSTRUCTIONAL PROGRAM FOR THE HIGHLY GIFTED ELEMENTARY SCHOOL CLASSES

In this chapter will be found descriptions by teachers of the program for highly gifted children from fifth, sixth, and seventh grades.

THE GIFTED FIFTH GRADE OF 1958

By C. Douglas Carter

The entire program was planned so as not to invade the curriculum of any grade level in the public school system. Since much emphasis was placed upon the importance of study habits and effective thinking, a balanced course of study was planned. No particular area was emphasized. In this way, individual interests and needs were placed in proper perspective.

Let us consider the field of *literature*. These children were superior readers. It was found that a basic reading textbook was inadequate, since basic reading skills were not needed. Two novels were selected for study: Charles Dickens' *Oliver Twist* and *David Copperfield*. In reading the novels, the children were led to discover the basic philosophy. At all times, the children were made aware of the fact that man through his work is able to determine great social trends. Enjoying a story is important to the reader and must not be minimized by the teacher, but it is more important to determine the philosophy of a great writer in relation to its effect upon society.

The field of *language* revolved around all the curricular areas: reports, outlines, observations, experiences, note-taking, problems, and sub-problems.

The theme for the six-week social studies unit was "Man's Achievement Through the Ages." Stress was placed upon the contributions of great men to the society in which they lived. This approach gave wide opportunity for critical analysis and research. Many varied resources were used, including the college library. The program for using the library for individual research was conducted in the afternoons.

The *science* program was one of actual laboratory experience. Each child was provided with a laboratory specimen of a frog.

A study was made of the comparative anatomy of the frog and man. In addition to this study, a program of "What Is Science?" was planned in which seven areas of science were presented. Each child selected an area of his choice and worked on a committee in exploring, organizing, and presenting his findings and projections to the group.

The use of mathematical instruments, such as the protractor and compass, was the basis for enriching the area of *mathematics* in the program.

Probably one of the most exciting experiences for the children during the six weeks was moving from the classroom to the Southeast Forest Equipment Station near Asheville, where a tent camp was set up for a three-day period. Here the class made a study of the history, the use, and protection of our National Forests. This program included orientation, history, conservation, cutting and planting, forest pathology, forest entomology, forest utilization, forest fire research, forest management, undesirable tree control, wildlife and recreation, forest soils and sites.

In addition to the foregoing activities, the afternoons were spent in swimming, tennis, baseball, hiking, etc. An excursion by bus was made to the Cherokee Indian Reservation. Oconaluftee, a restored Indian village of the Cherokee Tribe, was observed. Other excursions included visits to a mink farm, the mica mines, Pink Beds, Andrew's Bald for nature study, Mead Corporation (a paper mill), the Passion Play at Hendersonville, "Unto These Hills" at Cherokee, and to the U. S. Government Biological Laboratory at Highlands.

The Summer of 1959

In 1959 the fifth grade was taught by Mrs. Mary M. Taylor and the sixth by Mr. C. Douglas Carter.

The fifth grade curriculum was similar to that developed by Mr. Carter in the summer of 1958. In the sixth grade it was decided to adopt a different form. It might be characterized as one of acceleration. In the field of *literature*, selections from Poe and Shakespeare were read. In *science*, a stiff unit in Chemistry proved to be challenging as well as interesting. Continued aid was given to study habits and constructive thinking.

THE GIFTED FIFTH GRADE OF 1960

By Mary M. Taylor

At the outset of the summer program at Western Carolina College, its youngest member, the fifth grader, stands at the threshold of a vitally new experience. The member . . eager, able, curious, perhaps just a little apprehensive . . . is a newcomer to the program. Entering the Gifted Fifth Grade, he will experience the kind of motivation and the kind of learning situation that becomes possible when he is associated with 25 or 30 of his peers.

What curriculum is suited to his needs? Why should a boy or girl of high calibre mentality be enrolled here instead of (as one parent-educator put it) "fishing or farming or running free, where he's supposed to be in vacation time . . . and where I'd want my child to be"?

Our answer to the latter question is that the sacrifice of six weeks during the summer gives these children an opportunity most have never had and many will not have to the same degree until the later university years. They have the opportunity of responding to the stimulus of their equals and betters in the ability to learn; in other words, they are being challenged to the hilt. The fact that they deem it a worthwhile sacrifice is best revealed by their attitude toward coming back. They start talking about coming back three weeks before they leave. The rare child, and there are a few, who has to be coaxed by parents into accepting the coveted invitation to participate in the program completes his first session as an enthusiastic member. He looks hopefully to returning the following summer and back upon his first session with delight. Even the child who suffers for a few days from homesickness is eager to return.

The next question asked by parent, teacher, or administrator concerns the nature of the work done in the schoolroom from 8.30 to 12:00, in the library for an hour or more in the afternoon, in the dormitory study-hall from 7:00 to 8:15. What will he learn that his regular class cannot ordinarily afford him?

Specifically, the curriculum offers the child an opportunity to prepare himself for the full use of his capacities. The subject matter is not drawn from the sixth grade units of work or from sixth grade texts; it is to some extent based upon the skills and general knowledge acquired in the fifth and previous grades. All four larger areas of endeavor are discussed in a succession of experiences: Science (primarily nature study and investigations into some fields of biology), Mathematics (history and theory), Social Studies (the various states of the union, both by review and current events), and the Arts (primarily literature). Each child is encouraged to do some research and to communicate his ideas in the area of his individual interest.

Communication

On the skeletal basis of subject matter outlined in the foregoing, we now begin to add flesh and blood. In the areas of communication the student is encouraged to make reports of various kinds and to evaluate his efforts, with the help of fellow students and various members of the school's teaching staff. It is suggested that he make creative contributions to the class pamphlet or other forms of expression by the class. He is helped as he seeks means and programs for improving his speech, handwriting, spelling, or any other specific skill which he realizes needs attention. He is encouraged to do clear, scientific thinking and to clarify differences of opinion by the use of scientific attitudes.

Thus the scope of the student's experiences is increased. The subject matter that is somewhat familiar is presented through the various areas of communication with a new dimension added. For instance, literature furnishes not only pleasure and plot but concepts reflecting the author's thinking and purpose. The showing of a mathematics paper of an Egyptian ten-year old child three thousand years ago is followed by that of a modern-day Japanese girl or boy. The nature-study facet of science is carried over into our camping trip and gives it depth and breadth of meaning. Our weekly current-events discussion calls for a choice of areas of investigation and a stand on controversial issues.

Study Habits

Closely related to research and the communication of one's findings, are the study skills and habits which the layman and expert alike agree are of vital importance to these people. Many of them have had no need to sit down for an hour or two, six days a week, and work without conversation, refreshments, interruptions, or distractions. Here every student begins to acquire what he will need throughout his future life, as an adolescent and as an adult: the ability to study, to pay attention, to concentrate, self-discipline, or as Sir William Osler puts it, the *power to work;* and you have the *sine qua non* of life fully lived.

Too many "brilliant" high school potentials fall by the wayside in the college or university world. They admit that they seldom really had to study and never really learned how. An intensive study of the basic rules of study, with day by day application to the work at hand, forms the nucleus of the study habits this boy or girl is going to need. Too, library skills receive a full share of the child's attention. Research techniques, the taking of notes and their use, the preparation and purpose of the bibliography, and other study skills prove their value in actual practice.

Comprehensive Perspective

Then, last on many curriculum lists but of prime importance in the view of some educators is the question of values. If this boy or girl on our threshold is destined to be a leader, and we know that this is more than likely, how tragic may be the consequences if he learns to lead but cares not where he leads! Self-interest, a quite natural component of the child mind, must gradually give over its full sway to the more adult view: concern for the welfare of his fellow-man, if that leadership is to be worthy and if the child's achievements are to take a direction that will prove of benefit to the race.

Summary

At the end of the summer session, the fifth grader has many happy memories of good times. He recalls the books he enjoyed at the reading-aloud times in class, the day he was catcher for the Blues, the afternoon he passed his swimmer's test, being runner-up in the chess tournament, and the Campfire Indian dance. He also remembers the sixth grade talent show in Robertson Lounge and the Nelson-Neal Piano Duo. The student carries with him study habits that he will continue to use, ideas that he will weave into his studies and into his life in the years to come, and values that will enable him to influence others to live closer to the ideal of a good life in a free world.

"As the twig is bent—"

THE GIFTED FIFTH GRADE OF 1961

By Mary M. Taylor

Purposes and Scope

These children have, in each other, a challenge which they may never have had before: that is, an opportunity to work with, evaluate and be evaluated by their peers. Flowing out of this come the purposes of the session's activities: to promote self-evaluation in an atmosphere where each is no longer "the best in the class" but one of a learning group; to find one's own strengths and get an inkling of how to go about studying along these lines; to diagnose one's own weaknesses and similarly find the means of working out these deficiencies; and above all to promote those attitudes which will lead, currently and far into the future, to the making of good *decisions,* i.e. those which will enable the learner best to utilize his or her gifts for the benefit of society as well as for a rich rewarding life.

Specifically, these attitudes include:

1. Choice-making which consists of critical thinking and direction choosing. This involves the understanding of, and resistance to, insidious or tyrranical pressures such as propaganda, prejudice, mob-rule, race hatreds, and those other factors in the common inherited situation which tend to destroy individual thinking. We are concerned with choice-making based upon BOTH scientific knowledge (truth, intellectual honesty) and the good of society, not upon either alone.

2. The power to work hard, with emphasis on good study habits as an essential tool for present and future academic and professional endeavor. This includes a realization of the vital function of self-control as an essential component of that order from which freedom can come.

3. The importance of accurate and intelligible communication.

The scope of the learnings which are initiated or pursued toward the achievement of these purposes is necessarily limited by the time element, the age-experience level of the individuals composing the group, and the effectiveness of the teacher. The popular term "opening gateways" gives a fair picture of what can be done in line with these purposes. Specific limitations with regard to subject matter will be evident in the outline of curriculum in the next section. It might well be noted that the opening of gateways operates for the teacher and the educator observers as well as for the students.

Curriculum and Classroom Procedures

Of the various fields of human endeavor, *Science* assumed the leading role in this curriculum. The group studied Rocks and Minerals (Earth Science) veering away from the Sixth Grade North Carolina textbook as much as possible. Bulletin boards carried changing displays of rock formations, pictures and actual samples of rock, etc. Field trips were centered on this study, and a collection of North Carolina local rocks was made by each child. Scientific attitude and method were stressed throughout the session. Identification and local geological history were studied, with emphasis upon authenticity of data reported. The culminating activity on this unit was Dr. Newton Turner's visit and talk on geomorphology, at which time he reviewed the collections.

In *Mathematics,* history of numbers among early peoples was touched upon; however, time limitations operated strongly in this area. Mental arithmetic speed drills were popular. The mysteries of diverse number systems, and the fascination of math-based professional work were presented in two informal class discussions held by Dr. Hinds.

In *Social Studies,* especially in the field of current events, world affairs and critical thinking were stressed. Once a week, a panel discussed a controversial issue or a development in society. Here also we brought out criteria for a good government, as well as cultural contributions from all lands.

In *Language Arts,* literature was represented by poems chosen and memorized, poems written on natural beauty, and by the reading and discussion of adapted classics with a view to noting the concepts which the author had in mind, over and above the plot. Wide reading was encouraged, both for research on topics for Morning Talks and for entertainment. Several books with which the students were particularly delighted were read aloud for their enjoyment.

The Morning Talk, a five-minute presentation of a favorite topic, was given by each child. In determining the "score" on the talk, the pupils voted on the bibliography, notes in outline, and various aspects of the presentation such as poise, good English, and worthwhile facts. Fair judgment and the value of identifying one's weaknesses in order to overcome them were stressed.

Each child, either in panel discussion or as chairman of the day conducting the voting, had an opportunity to serve as moderator.

Spelling and legible handwriting were not stressed as such, except in teacher-pupil conferences in cases where the individual had a serious handicap.

Communication of ideas, linked with sociology, made its strides through the use of the methods of *General Semantics*, i.e. the scientific study of language habits.

Music (group singing) was used freely as a form of relaxation, inspiration, and entertainment where suitable. Art efforts in the classroom work were confined chiefly to illustrations, charts, maps, etc. (provided by the children as visual aids to accompany their morning talks) and to illustrative drawings and Indian masks for the campfire programs. An afternoon session in *Arts* and *Crafts* was provided.

There was also an afternoon session in *Physical Education*. Good sportsmanship and healthful procedures were stressed in the classroom, on field trips, and on the three-day camping trip.

Study habits, study techniques, and character building were stressed every day throughout the curriculum outlined above. Study hall in the evenings was conducted with a view to the future academic work of these students. Study rules were discussed, followed and evaluated.

Books and Materials

In Earth Science, a book of that title by Namowitz and Stone was used by the teacher . . . children took notes and used these. Each child was provided with a field guide identification manual prepared by Dr. Turner and with a copy of Zim's *Rocks and Minerals*. Numerous collections and displays were made available, as well as teacher-owned books and McKee Laboratory School Library books.

In Mathematics, the teacher used the first few chapters of Swain's *Understanding Arithmetic*.

In Literature, a sufficient number of copies of *David Copperfield* and *Oliver Twist* were furnished. In the fields of fantasy and humor, *Stuart Little*, by E. B. White proved an unfailing source of joy for reading aloud. Poems were also selected and read. The Civil War (with emphasis on the geography of the South) was touched upon in the reading of *Eneas Africanus* by Stillwell. As an example of true Southern literature, this book was also read aloud by the teacher to the Sixth Graders; their delight was equalled only by our own.

Also along the line of Social Studies was a weekly paper, the *American Observer*, formerly published for the first eight weeks of the summer by the Civic Education Association in Washington. As the demand did not warrant continued summer publication, the Association this summer sent copies of March, April, and May issues. Each child received a copy for study, enjoyment, and use in the panel discussions, each week.

In General Semantics, *Words and What They Do to You*, by Minteer, was the text used by the teacher. Prepared for Junior High School level, it nevertheless fits effectively into this kind of Fifth Grade.

Foreign languages were brought in (e.g. Latin *scio* "to know") wherever the context called for these. Upon request, every child was given the name and address of a child in a foreign land with whom he could correspond. The children in the foreign countries were able to write in English, and the value of foreign language study was thus openly stressed. No texts were used this year as the school day did not provide any block of time for the pursuit of this interest.

Two forms of the Spitzer Study Skills Test provided an opportunity to measure significant changes.

The camping trip at North Mills River camp site was made highly valuable by a course of study arranged and furnished by the U. S. Department of Agriculture's Forest Service, together with the U. S. Department of the Interior's National Park Service. The information given by these people on conservation, wild life, water resources of the area, use of local rocks, etc. was well received by the students. There was no text for this, but each child had a special notebook for the recording of data to be retained.

Evaluation

Even though the session was too brief to carry forward the indicated studies to the extent hoped for by this teacher, the children made many observable gains and some that are not so readily measured-judging from tests, parents' comments, and student requests for further materials and suggestions.

THE GIFTED SIXTH GRADE OF 1960

(As Seen By One Of The Students)

By Andrew P. Haywood

Since June 13, 1960, I, along with twenty-nine other students have been attending the special school-camp for Gifted Children at Western Carolina College, Cullowhee, North Carolina. This wonderful experience has ended now; and as I stand here in the mid-July sun and see cars being loaded for the return trip home, I see many people and things that remind me of many enjoyable occasions of the past five weeks. I see Carole with her ballerina shoes that she wore in our talent show, "Bek" with her visual aids from her talk on Mexico, sleeping bags from our camping trip at Mills River, and many souvenirs from our various field trips. All of these things bring back to mind unforgettable memories.

And, as I stand here on "Clondike Hill," as we have called it during our stay, it is quite easy to recall many incidents of the past five weeks. Now it would be impossible to recall or to describe a program with as many facets as our program had, but I would like to relate some of them to you.

We arrived in Cullowhee on Sunday, June 12. "Came the neatly packed trunks, came the tennis rackets and swim suits, came the books for pleasure and research, came the desire for recreation, came the desire for new experiences, came the desire to learn."

"What will we study this year?" "Oh, how many times I have used the study skills that we learned last summer!" "Are we going camping? We'd better because I have my sleeping bag and three bottles of insect repellent." "My, you have changed since last summer." "I want to room with Lloyd." "I'll take Pat!" "We want to room with Claudia, Alix, Beth, Nancy, Linda, Joan, Ann, Polly Anna, Kay." "Why can't all the boys room in one room?" "When do we eat?" These were just a few of the remarks that were overheard in the hustle and bustle of parents unloading, making up beds, and settling down their "little darlings."

Well, it didn't take us long to settle down with our beloved counselors, Miss Dillingham and Mr. Koontz. They yelled, too. "Lights out." "Who left the shower running?" Take your laundry downstairs!" "Has anyone seen my mattress?" "Fall out on the Patio."

I can still remember that first day in class when Mr. Haywood, our teacher, explained to us that our curriculum would consist mainly of *Literature of the South* and *Science of Electricity*. I'll admit that we were a little puzzled about this; but after the day we studied Joel Chandler Harris, read the selection "Uncle Remus at the Telephone," had a committee report on Harris (Robert did a great job in his portrayal of Brer Rabbit), discussed how geographic conditions affected his writings, discussed what part the history of the time in which Harris lived played on his writings, talked briefly of inventions and Alexander G. Bell, reviewed our telephone manners, and then ended up with a discussion of the electromagnet and the telephone. . . well . . you figure it out . . was it literature, public speaking, history, geography, health, science, or what? (P. S. For good measure he threw in writing by letting us write the concepts we learned. We always took notes on the things we discussed in class.)

We made an extensive study of *Southern Literature*. We did not make this study from the standpoint of developing a pride in the South, but from the fact that there are many Southern writers who have made very significant contributions to the world of literature. This course of study was not made on a chronological basis but on a comparative basis. We took large units such as the "Nature writers" and compared different authors at different periods of time. We studied the periods of history in which various authors lived and wrote and how geographic conditions influenced their writings.

The literature course was a lot of fun, and we did many interesting things such as visiting Thomas Wolfe's home in Asheville (We got to sit in his bathtub), getting a glimpse of Carl Sandburg's home at Flat Rock, taking a nature hike at Clingman's Dome, seeing a play at Flat Rock, and having the poet, Leroy Sossamon, visit our class.

Everyone enjoyed the course in *Electricity*. At the beginning of the term some of the girls didn't see how knowing the "Electron Theory" would help them do things such as wash dishes, but they soon were juggling atoms as well as the boys. The first part of the summer was spent studying the various theories and uses of electricity. After having mastered enough basic theory, we then proceeded with a laboratory and delved into many experiments which put our theory into action. We had electrons flying in every direction. One of the experiments in which everyone participated was the making of an electric motor. Some of them never worked, but we all understood the principle of the electric motor and why they did not work.

We took some very interesting field trips in connection with our study of electricity. Some of them were Fontana Dam, International Resistance Company, and General Electric Outdoor Lighting Plant in Hendersonville, North Carolina. Yes, we all have been turning and taking apart volume controls and variable resistors since our visit to IRC. They gave us a lot of samples. GE had a wonderful tour of their plant planned for us . . . even down to refreshments.

Not all of our classroom activities were devoted to the study of electricity and literature. One of the things we enjoyed very much and gained much knowledge from was our "morning talks." We were allowed to choose any topic we desired and do research and then give a talk from seven to fifteen minutes. After the talk was given, an evaluation was held and a score given as to Poise, Good English, Distinct Speech, Worthwhile Facts, Visual Aids, Careful Preparation, Correct Length, Interesting Topic, Notes in Outline, and Over-all Evaluation.

I can still remember the sudden outburst of enthusiasm when Sammy gave his talk on "Esperanto" and Burton gave his on "Poe." They all were good talks and each provided some new fact to be gained. Each person in the class was allowed to time a talk and lead an evaluation.

One thing that really made our pens gain new momentum was the writing of short stories. We learned that each short story had an antagonist and a protagonist. We compared the building of a short story to the flow of a river. The short story writing was an outgrowth of our study of Edgar Allen Poe, who gave us one of the best models of short stories. This medium provided all of my creative-minded classmates the opportunity to release themselves. Bill and Charles were both very talented and tried to out-write each other. Sam's "The Disappearing Body" was very interesting and intriguing.

After a hearty lunch in the college cafeteria, we all went to the dorm for a rest period. This time was spent playing chess, writing letters, or for its intended purpose—resting.

The early portion of the afternoon was spent in an athletic period. We had a varied schedule of games, including softball, volleyball, basketball, and tennis. This was a favorite time of the day for many of us. Jeff excelled in all sports.

Then to the Town House, the college soda shop, to be refreshed before Library!

We always considered ourselves extremely fortunate to have the opportunity of using the college library. It is a beautiful and spacious building housing thousands of volumes. The librarians were very helpful and understanding toward us. Our work there consisted mainly of research in studying the lives of various Southern authors. We also received much valuable assistance from Graduate Fellowship teachers in library skills. This was a very serious part of our daily schedule, and we visited the library three or four times a week. We were also allowed to check out books for pleasure reading or for research for morning talks.

Next, the most anticipated time, SWIMMING! The College's indoor swimming pool made it possible for us to go swimming almost every day regardless of the weather. After swimming we sang our evening grace and went to dinner.

There were many deviations in our daily schedule. Probably the most exciting was our three-day camping trip at Mills River. Here we experienced many new opportunities such as field trips, hikes, swimming at the "ole swimming hole," doing our own cooking, and a lot of free time. Chip's "good luck hat" kept it from raining. A campfire program was held our first night at camp. Dannie's Eagle Dance was a big success.

In addition to the foregoing we had weekly movies, square dancing, chess tournaments, talent show, concerts, and other entertaining and educational activities. Our talent show was well received by a large audience. Jim's recitation of "The Highwayman" was a highlight.

Dormitory life provided us with the opportunity of a real taste of the college world. It gave us the feeling of "being on our own." Here was the opportunity to share with our classmates our pleasures and our experiences and at the same time, to learn more of the responsibilities that go with living with other people. Inspections were held to make sure that we were keeping our clothes and rooms in good order. I am sure that we are all better "housekeepers" now than when we arrived.

FREE TIME! "Jan, let's play tennis." "No, let's listen to records." "Where is Dan? I think I have some news for the 'Robertson Dorm News!' " "I think I'll work on my electrical experiment." "Bill and Tommy have that chemistry set out again; pass out the gas masks." "John, would you like the privilege of timing my morning talk?" No matter what we did the time between dinner and study period was very precious to us.

In my reminiscence of the past five weeks, if I had to pick out the one thing that would be most valuable to me in later life, I suppose it would be the training we received on how to study. In the classroom we received instruction on the correct way to study and do research, and we were able to put this knowledge into practice during the study hall period. There was always a rush for the pencil sharpener at 6:50 to get ready for study period. If we anticipated the necessity to use an encyclopedia, we had to check out one from the "commons room." We knew that it was very necessary to prepare for study hall because once started there could not be any unnecessary interruptions. We had very serious study for one hour and fifteen minutes, with study rules that would fit almost any need or situation. Dave and Jamie were new to our class this year, and they found these rules very helpful. My ears are still ringing from the nightly noise that arose when the counselor announced "STUDY HALL OVER!"

Town House again. . .showers. . .and to bed.

Yes, it is quite easy to look back over something that has been as enjoyable as this summer has been to us and to recall incidents. It is quite an experience to have had the opportunity to make friends and to be able to work with others on the same academic level. There are many things left unsaid that we did this summer. To best sum up our summer's work, I would say it has been fun, hard work, new experiences, and lasting friendships.

Now, I'd better see if "Pop" has room in the car for all this skin diving equipment which I used for visual aids in my morning talk. Next year I am going to make my morning talk on something with smaller visual aids.

THE GIFTED SIXTH GRADE OF 1961

By Andrew P. Haywood

A detailed study of *Southern Literature* and the *Science of Electricity* was made by the sixth grade gifted group during the summer of 1961. The literature was studied by theme rather than by the chronological order of Southern writers. This study did not base its activities on any deep set pride in the South but rather the contributions that the southern writers have made to American Literature. Contribution and service were stressed throughout the course. Much creative writing was done especially in the short story area.

Learning the problem-solving approach as well as good scientific attitudes was the main purpose in science. The children were given many opportunities for experimenting and seeking solutions to problems in electricity. The latest audio-visual aids, supplementary readers, and other teaching materials were used to supplement these studies.

In addition to the regular class work, field trips, camping, arts and crafts instruction, and study halls were organized. The children were also given special instruction in physical education.

THE GIFTED SEVENTH GRADE OF 1960

By Donald G. Hayes

"That wraps it up," said Mark as he leaned back in his chair. "We have worked hard for our committee report to show what democratic changes were made in the field of government during the Industrial Revolution."

"That group working on transportation and communication during that period did a swell job today, didn't they?" asked Ruth.

"I'll say," said Lynn. "Did you notice how they related all of the information to the solving of our problem?"

"Do you really think it's worthwhile to solve the problem, 'What can we do to bring about a better understanding among the people of the world?' " asked Alan.

"I certainly do!" exclaimed Ruth. "We have learned from our world history and world literature that achieving peace is the concern of everyone."

"What is the advantage in using the problem-solving approach?" asked Alan.

"I think I can answer that question," said Mark. "We use the problem-solving technique at home in our Core class and I like it. It makes the information we acquire more meaningful."

"But don't you think we could learn more if the teacher just gave us the information and we copied it down?" asked Alan.

"No, I do not," said Lynn. "I believe that when we do our research work in the library in the afternoon and during study period at night we can delve into our area and make a more complete report."

"I like the problem-solving approach because we must analyze and we have to think," said Mark.

"Well, I like the Core method," said Ruth. "By integrating world history and world literature we can find out how the history affected the literature and how some ideas expressed in literature at a certain period of time influenced the actions of the people we study in history. Also, by studying world history and world literature we will be better able to solve our problem of understanding others."

"I am mad because we aren't studying science or math this year," said Alan.

"You must remember that we have studied math and science our previous two years here," said Mark. "Besides, even if you do like science more than literature or history, you ought to study the latter to broaden your education."

"The thing I like more than anything else about this summer's program has been our committee work," said Ruth.

"Not me!" exclaimed Alan. "I'd rather work by myself."

"I think you're wrong," said Lynn. "It's necessary in our democracy that we learn to work together, to contribute, to express our opinions, and to be able to take criticism from the group."

"I agree," said Alan. "But what if you have someone in your group like Sam who spends most of his spare time playing tennis and has to be told by the committee chairman to do his share?"

"Did you notice, however, that he really buckled down to work when he was elected chairman of one of the committees?" asked Mark.

"Also, we've learned that understanding and working together are inseparable," said Ruth. "To learn to get along with the people of the world you should certainly try to get along with your classmates."

"I will agree," said Alan, "that my opinion of history and literature has changed. I had thought of them as just a lot of facts and dates and stuffy ideas."

"Good," said Ruth. "I believe there's hope for you yet. Learning can be fun besides being beneficial. I look forward to the committee reports each week wondering just how each group will present their information to hold our attention. Do you remember that report on Chinese culture during the Classical Period when Mary had on that bright Chinese costume and Jerry was bowing just like the Chinese do? I really enjoyed it and also learned about Chinese culture."

"I got the biggest kick out of that group showing how a person became a knight during the Dark Ages," said Mark.

"Aha!" exclaimed Alan. "I see you didn't remember that we agreed not to call the Middle Ages, the Dark Ages, because progress definitely was made in some areas during that period."

"I've enjoyed the debates as much as anything. I had not lost a single debate at home but Joe and Jim sure set me straight when they debated against Sally and me," said Mark.

"I'm glad the teacher gives us time to evaluate after each committee report," said Ruth. "It's so helpful when we can bring this information together and see how it relates to the solving of our problems."

"Wow!" exclaimed Lynn. "I just remembered that since I'm secretary of this committee I've got to hand in a bibliography of the books we used after we give our committee report."

"That reminds me," said Alan, "I've got to get this book back to the library by tomorrow so that I won't have to pay a fine. With this research work, I have had to check out so many books!"

"I suppose I had better go now," said Lynn. "The teacher wants me to make a poster showing the democratic countries during the Industrial Revolution. If we get many more visual aids, I just don't know what we'll do."

"I like a colorful and attractive room," said Mark. "It lifts the spirits besides showing some beneficial information. I like the big pyramid in our room that our teacher calls the Pyramid of Progress. I think it shows that man is climbing toward a utopia."

"I'll reach my utopia when I finish reading what was required in our literature book for this period we're studying now," said Alan.

"I think I enjoyed our discussion of Machiavelli's *The Prince* as much as anything we've done," said Mark. "We can certainly see that some leaders wanted to try anything to unify their countries. Boy, they sure aren't like that now. Public opinion would stop that."

"It just goes to show that we are more democratic now," said Lynn. "We have been learning that man has been striving for self-rule since his existence and to enjoy his life as much as possible."

"Do you think we'll be able to solve our problem when we have completed our study?" asked Alan.

"Well, we won't be able to offer a solution for world peace but I think that by studying the history and literature of the people of the world we can more fully appreciate their problems and aspirations which, I'm sure, is the first step to understanding," said Lynn.

"I never realized the people of the world were so similar until this summer," said Alan. "But we have been able to see how each nation has been faced with similar problems."

"Yes, I agree," said Mark. "By studying the causes and effects in history we can try to avoid making the same mistakes that others have made."

"I think we can agree that the great mass of people want peace, and I'm willing to do my share to see that we get it," said Ruth.

"It's about time we stopped our summit meeting and get down to the Town House for a hamburger," said Mark. "I'm hungry."

"There's just one thing I'd like to say before we leave," said Lynn with a laugh. "There will certainly be no peace or understanding on this earth tomorrow if everyone doesn't have his parts memorized for the committee report."

ARTS AND CRAFTS CLASS FOR FIFTH AND SIXTH GRADE GIFTED CHILDREN

By Bob Setzer

During the summer of 1961 the fifth and sixth grades of the Gifted Child group participated in a class of Arts and Crafts for a period of five weeks. Each class spent one and one-half hours each afternoon in this activity.

The class was set up as a recreation activity. However, the students were interested in the background and the theory of each activity, so that much time was spent on the following:

Composition of metals, their properties and melting points

Leather, and its tanning methods

Enamels, and their reactions to heat.

Among the activities in Arts and Crafts that this class participated in were: work with metal, leather, wood, and mosaic tile. Activities in metal included etching on metal, enameling on copper, and jewelry making. Activities with leather included tooling, carving, lacing, and finishing. The woodworking and mosaic tile phase involved creating small projects using those metals and materials.

Much time was spent on creativity and design; but since this class had no background in Arts and Crafts, this limited the extent of creativity. One must be thoroughly familiar with the elements, principles, and procedures of materials and methods before he can be creative.

It is my opinion that the work of this class was well above average. The students had a most enjoyable time while learning skills of Arts and Crafts. The students were given the opportunity to learn about a subject that they will probably not get in public school. This was the fulfillment of our objective since enrichment was one of our main aims.

CHAPTER 3

THE ELEMENTARY PROGRAM FOR THE HIGHLY GIFTED AS THE COUNSELOR SEES IT

By Katherine Shepherd
Town House—1960

Three girls of the gifted program are having a "small coke and a bag of potato chips." One girl is seated apart from the group.

Mary: seventh grader

Virginia: sixth grader

Ellen: fifth grader

Mary: Hi! You're one of the new girls, aren't you? My name is Mary and this is Virginia.

Ellen: Hi! Yes, I'm new here this year. My name is Ellen. You've been here before, so you can tell me something about what's going on—I'm just a little bit scared!

Virginia: Sure, you're scared. We were, too, when we first came. You'll get used to it. We're so busy that we don't have time to think of ourselves. I heard one boy say that it's not boring, but it's surely tiring. You'll like your teacher, I had her last year. Mary and I have new teachers so we don't know exactly what to expect—but I do know this, we'll have to study!

Mary: Your counselors will help you a lot. You girls will go everywhere, but everywhere in a group. The seventh graders can go to classes, to the cafeteria, to the library, and to swimming without the counselor tagging along.

Virginia: Privileged classes, eh! Say, I wish we could do that, but the fifth grade couldn't do it very well because they might get lost and wind up in Buchanan!

Ellen: What's Buchanan?

Mary: That's the men's dorm. Our seventh grade boys are living there, and we seventh grade girls are in one of of the women's dorms, Moore. We like it there. For one reason, we don't have to climb "up the hill" to Robertson. It's either "up the hill' or "down the hill" all the time. And just wait till it rains! Sometimes the storms come up quickly, and we are caught down the hill without our rain gear!

Ellen: Tell me about some of the things we do.

Virginia: Well, of course, we go to school, but you know that. And it's really not *so* bad. Let's start with getting up in the morning. The counselor will get you up at seven o'clock. Maybe you will want to get up earlier; but if you do, you'd better be quiet. Then you get dressed, and don't forget to brush your teeth.

Mary: Don't forget to tell her about Room Inspection.

Virginia: I'll say! That room has to be spick and span. Do you know how to make up your bed? If you don't, you'll soon learn. Even closets and dresser drawers are inspected once a week, but rooms are checked every day. When I first came I'd get a P for poor, but I learned a little trick that made it much easier to get a good grade without working so hard for it.

Mary and Ellen: How? If it's less work, I'm all for it.

Virginia: Just pick up and put up as you go along through the day, then there's not a wild mess to clean up just before and after breakfast every single day. Of course, your roommates have to be cooperative.

Ellen: I hope I can try that, but I don't know my roommates so very well yet. I hope they are keen on keeping a cute room. Listen, one of my roommates is homesick and she's cried so much that she feels sick. What can I do to help her?

Mary: Oh, just tell your counselor. Counselors will help with anything. If any of you get sick the counselor will take you to the Infirmary. Office hours at the Infirmary are just after meals and there's a nurse on duty all the time. In case of emergency the counselor can call the Infirmary for permission to take you down. Also, there's a doctor in the office after breakfast and she's on call at other times. Yes, the doctor is a woman. Mostly our ailments, such as poison ivy, athlete's foot, colds, sore throat, sprained ankles, and blistered feet are cured in a few days with medicines and treatment provided by the Infirmary.

Once I had to stay down there overnight when I had a cold. The food is good . . . lots of ice cream! I hope you don't get sick.

Virginia: Speaking of food, Mary, don't you think our meals are super this year? And the new cafeteria is great! I'm going to like eating there. Ellen, watch out that you don't get fat!

Mary: That was a good supper we had tonight. Say, the counselors are getting ready to go! We'll see you again, Ellen. Good luck!

Swimming Pool—Mid June, 1960

Several children are "sitting out" at the pool, including Hal, Joe, and Pete.

Joe: What's wrong that you two guys aren't swimming today

Hal: Wel-l-l, it's like this. Last night just before study period, I accidentally on purpose stuck out my foot and tripped a guy coming down the hall to the water fountain. I didn't see the counselor till he said, "No swimming for you tomorrow, buddy-boy."

Pete: Well, I'm glad it's you and not me! But I'm not in the pool today because I skinned my er-self sliding into home plate at P. E. this afternoon. But I made it, tied the game. What's the matter with you?

Joe: I've got that sore throat that's going around and the nurse won't let me get my feet wet! Hope she lets me go in tomorrow. One of the fellows is going to show me how to dive.

Pete: We had a good softball game today at the P. E. period, didn't we? Your team got the edge on us at the start, but we plugged along until we finally made it a tie. Your pitcher has really got something, hasn't he?

Joe: He's pretty good! But we're going to have to work hard next time if we beat you! Say, Hal, do you like tennis better than you did at first?

Hal: Yeah. I believe I do. That ball is beginning to go where I want it to. Boy, at first my right side was sore from my wrist to my ankle. Hey, look at Ed!

He's a great diver. I believe I like swimming best of all, especially when it's so hot.

Pete: What time is it? Seems like that guy ought to be blowing the whistle. I'm hungry. There it goes! Let's see if we have any mail.

Commons Room—Robertson Dorm

Several children are playing games or listening to recordings. Four of these are engaged in conversation. They are friends whom we have met previously: Ellen, Virginia, Hal, and Joe.

Joe: Say, you know I like this Commons Room. That's a funny name, but I guess it means a room that all of us can use, one that is common to all of us. It's really a Game Room, isn't it?

Ellen: We can spend some of our free time in here, if we choose. I'm glad we have that record player. I can listen to my favorite record, while I'm playing a game with Virginia. And I can watch my boy friend play chess with his buddy. He's promised to teach me how to play, but he's always got to play with some boy.

Hal: Your boy friend can really play chess. He beat me! Hey, I'll teach you if you want me to.

Ellen: Thanks, but not now. Some other time maybe. Virginia and I came in to check up on some information we need for our Morning Talks. I'm glad the teachers have some books up here to help us. I've had to work hard to find enough material on my topic. But thank goodness, this book has exactly what I need.

Virginia: Is it nearly time for Study period? Oh, not quite. Then we can talk for a few more minutes. What do you think of this formal type of study?

Joe: That's one of the things I didn't like much right at first. I wasn't used to it, I guess. At home, I get my lessons and watch TV at the same time. Of course, it takes quite a bit longer that way, but I could mix business with pleasure.

Hal: Sure, here it's different. But I like it. You can get more done and it's better work. I'm going to try it when I get home. And I know a guy at home whose grades would be lots better if he knew how to study. I'm going to tell my next year's teacher about this plan for studying.

Ellen: Study! Study! Let's change the subject. I like the idea of the camping trip because I've been to Scout camp.

Virginia: Yes, that's lots of fun. But last year, gosh, did you hear about last year? There was a rain storm that nearly washed away the whole camp. Everything was wet and muddy. We were to go to the Flat Rock Playhouse that night, so we went on anyway just as we were. We nearly "stole the show" at the Playhouse. We looked like drowned rats. But we enjoyed the play as much as if we'd been dressed up. We came back to Cullowhee at about 1:30 or 2:00 a.m. If it doesn't rain this year we should have even more fun. Seriously, though, the trip to the forestry station was very interesting.

Ellen: Don't we go on some other trips, too? I heard somebody telling about a beautiful castle.

Joe: Oh! Biltmore House. That is a beautiful house copied after a French chateau. It was built by George Vanderbilt, and his family lived there many years ago. It is open to the public now and is well worth seeing. Maybe your group will be allowed to go this year.

Hal: There are some other nice field trips planned in connection with our school work. We probably will go again to Cherokee. We will go through the model Indian Village and the garden. Afterwards, we will see the Indian drama, "Unto These Hills." You know, this is one of several productions intended to dramatize the history of certain areas, like "The Lost Colony" down at Manteo. I saw that one, too.

Virginia: I remember a trip to the Biological Station up at Highlands. There is a nature museum there and also some interesting gardens. They show slides of many interesting plants found in these mountains.

Joe: Gosh, look at the time! In five minutes we'll have to be studying, and I want to clear off my desk so that I'll have plenty of room. Be seeing you!

Town House—Mid July, 1960

The gang is having the usual—"a small coke and a bag of potato chips." Mary, Virginia, and Ellen are sitting together in a booth.

Ellen: Do you know I can hardly realize that we are going home tomorrow. The time has flown by. Of course, I'll be glad to see my family, but it seems as if I've just gotten started here. Now that I know what I'm doing, I could do better than I did at first.

Virginia: I know just what you mean. I felt the same way myself. But if you come back next year, you won't lose time getting familiar with the set up.

Ellen: I was wondering about coming back next year. I hope they ask me.

Mary: Well, I don't think that I will be able to come back. My family is planning a trip to California. We'll be gone about a month just at the time you girls will be here if you do return.

Virginia: The worst part is just ahead.

Ellen: What do you mean, Virginia?

Mary: I think I know what Virginia means. Telling everybody good-bye. That is rather hard.

Ellen: I've been getting addresses all this week, remember? So you will be hearing from me. We really should keep in touch with each other.

Mary: Sure thing! And I'll send you some postcards next summer from the "wild West."

Virginia: Well, it's like the song says: "So long, it's been good to know you." I'll miss you two. Good-bye!

Ellen: Bye, Virginia.

Mary: Good-bye! Good-bye!

CHAPTER 4

THE ELEMENTARY PROGRAM FOR THE HIGHLY GIFTED AS THE RESEARCHER FINDS IT

By Minor P. Wilson

"The 'tester' is here again this morning," echoed the warning through the hall as a group of happy children trooped into their classroom at the Summer Demonstration School of Western Carolina College. The "tester" had been the director of camping activities the summer before, but now, well, as Lloyd put it when introducing this gentleman to his parents, "His stock has fallen considerably this summer."

Yes, the tester was on the scene, gathering valuable data about these unusual children. A complete and technical report regarding these findings will be published when it is considered that they are complete enough to warrant conclusions. Now, for the present publication, only a readable account will be attempted to indicate why the "tester" is a "part of the act." The aim is mainly to present the reader with information that will help him to picture these highly interesting children.

TABLE I

Distribution of
Stanford Binet IQ's — Form L, 1960

IQ's	Grade 5th	 6th	 7th
above 199		1	
190-199			2
180-189	4	2	3
170-179	5	4	5
160-169	8	8	4
150-159	13	15	12
140-149			3
Total	30	30	29

The distribution of Binet IQ's of the participating students in the 1960 classes shows the dwindling numbers in the higher intervals. The almost identical distribution in each year's "crop" is also interesting.

TABLE II

Distribution of Ages

Age	5th Grade	6th Grade	7th Grade
14			
13			15
12		13	12
11	16	16	2
10	13	1	
9	2		
Totals	31	30	29

TABLE III

Distribution of Heights

	5th Grade		6th Grade		7th Grade	
Inches	Boys	Girls	Boys	Girls	Boys	Girls
70					2	
69						
68					1	
67					3	
66					1	
65					2	
64	1				3	1
63			1		1	1
62	1	1	1	2	1	1
61	1	2	3	3		1
60	1		2	1		3
59	3	1	5	2		2
58	2	1	3	3	2	
57	2	3	2		3	1
56	4					
55	4	1	2			
54	2					
53	1					
Totals	22	9	19	11	19	10

TABLE IV

Distribution of Weights

Weight	5th Grade		6th Grade		7th Grade	
	Boys	Girls	Boys	Girls	Boys	Girls
150-159					1	
140-149			1		1	
130-139					1	
120-129	1	1	1		4	1
110-119	1	1	1		3	1
100-109	4		4	1	1	3
90- 99	3	3	4	4	5	2
80- 89	2	2	8	6	2	3
70- 79	8	1			1	
60- 69	2	1				
50- 59	1					
Totals	22	9	19	11	19	10

These distributions of ages, heights and weights may be of interest to the reader. The number of boys and girls in each class may also be noted.

Tests

It is generally agreed that tests suitable for children two or three years older than the gifted child should be used in testing him. If tests built for his age group are used, he goes so high that the scores are lost in the "tailings."

However, there is some doubt in the author's mind that using norms formulated on an older group are fair and produce a valid score.

The tests used which seem to produce fair or good results are:

The Spitzer Study Skills Test[1] fifth and seventh grades, good (using ninth and twelfth grade norms)

The SRA Primary Mental Abilities Test[2] (11-17) fifth grade, fair

Drake Musical Aptitude Test[3] fifth and sixth grades, good

AAHPER Physical Fitness Test[4] sixth grade, good

Kraus-Weber Test of Physical Fitness[5] fifth grade, good

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[1] *The Spitzer Study Skills Test.* Tarrytown, New York: Harcourt Brace, and World, Inc.

[2] *The SRA Primary Mental Abilities Test.* Chicago: Science Research Associates.

[3] *Drake Musical Aptitude Tests.* Chicago: Science Research Associates.

[4] *AAHPER Physical Fitness Test.* Washington, D. C.: American Association for Health, Physical Education and Recreation.

[5] *Kraus-Weber Test of Physical Fitness.* Washington, D. C.: American Association for Health, Physical Education and Recreation.

Differential Aptitude Tests[1] sixth grade, fair; seventh grade, good; (eighth and tenth grade norms)

Kuder Preference Record: *Vocational*[2] sixth grade, fair; seventh grade, good

Metropolitan Achievement Tests (Adv. Comp.)[3] sixth grade, good (9.6 grade norms)

Cooperative English Test Form RX (higher level)[4] seventh grade, good (type III norms)

Cooperative General Achievement Test, Mathematics Form XX[5] seventh grade, good

The Spitzer Study Skills Test Form A, is used at the beginning of the student's first term at Cullowhee; Form B at the close of his first term. It is used again in the seventh grade. Thirty per cent of the children compare well with ninth grade norms when they take the test at the beginning. Steady improvement is made.

The Drake Musical Aptitude Test was administered to sixty-one children of the fifth and sixth grades in 1960. The test is suitable for their age group, and the scores are considered valid. The gifted children all ranked very high on the *Musical Memory Test,* but only nine ranked high enough on both *Musical Memory* and *Rhythm* to fall within the range suggesting high musical aptitude.

The Differential Aptitude Tests used in the sixth grade seem to produce fair results. Eighth grade norms are used. It is felt that better results are obtained from its use in the seventh grade, using tenth grade norms. With very few exceptions, the children appear equally gifted in all areas tested. Notably, one of the exceptions is the child with the highest IQ. He falls considerably lower in space relations and mechanical reasoning and stands at the 99th percentile in other areas.

The Kuder Preference Record: *Vocational* produces fair results in the sixth grade, better in the seventh grade. About

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[1] *Differential Aptitude Tests.* New York: The Psychological Corporation c. 1947.

[2] *Kuder Preference Record: Vocational.* Chicago, Illinois: Science Research Associates. c. 1948.

[3] *Metropolitan Achievement Tests.* Tarrytown, New York: Harcourt, Brace and World Book Co. 1959.

[4] *Cooperative English Test.* Princeton, New Jersey: Cooperative Test Division, Ed. Testing Service. c. 1949.

[5] *Cooperative General Achievement Tests, Mathematics.* Princeton, New Jersey: Cooperative Test Division, Ed. Testing Service. c. 1954.

60 per cent of the sixth graders fail to show a definite pattern. About 40 per cent of the seventh grade show a diversified pattern. There are decided differences between their patterns and the patterns of an average group.

The New Metropolitan Achievement Test, Advanced Complete. These are used in the sixth grade with 9.6 grade norms. Grade equivalents cannot be used since 10+ is too prevalent. The scores are translated to percentile scores. Areas of lower scores seem to be English and arithmetic.

The Cooperative English Tests, Higher Level, and *Cooperative Mathematics Tests* are used in the seventh grade with good results. Type III norms are used with these interesting results: of 29 children tested in 1960, 15 were in the percentile range 90-99 on total English score, and 14 in the same range in mathematics.

Anecdotal records, counselors' evaluations, records of interviews, records of observing teachers and psychologists are a part of the total data being gathered.

At the close of a child's first term in the gifted child program, his parents are given a personal report by the teacher of the fifth grade. At the end of the second and third years a comprehensive report is made to the parent, and a copy is sent to the principal of his home school.

CHAPTER 5

THE ELEMENTARY SCHOOL PROGRAM FOR SUPERIOR COMMUTING STUDENTS

A Program Of Modern Languages And Enrichment

One of the issues in the education of bright and gifted children today is the teaching of a modern foreign language in the elementary school. Many parents living in the geographical area close to the college expressed an interest in a class in conversational Spanish. In order to explore the interest, Dr. C. D. Killian mailed announcements to Elementary School principals of Haywood, Jackson, Macon and Swain counties. The staff in the Modern Language Department of the college was also consulted. Finally, it was decided to invite a group of fourth grade children for the summer of 1960.

In forming this class, the purpose was to secure a group of superior rather than highly gifted students. Accordingly, the IQ obtained from a group test was acceptable. The plans for screening included many factors; such as, recommendations from the teacher and principal.

Mr. Frank J. S. Maturo, who is a member of the college staff, was selected to teach this class. The plan of instruction was to be completely oral. In planning the program, it was realized that most of these children would not be able to enroll in a Spanish class during the regular school year. Accordingly, one of the experimental aspects of the class was the determination of the values to be obtained from a five-year period with instruction only in the summers.

The plan is to invite the same group of children to the campus for five summers. By that time they will have completed the eighth grade and be in position to enroll in regular Spanish classes in high school. The plans for Modern Languages differ somewhat from that of the highly gifted children. Mr. Maturo, who began with the class in 1960, will continue with the group to the end of the experiment.

For comparative purposes, a French group was started in the summer of 1961. Mr. Herbert S. Pendergraft, professor of Modern Foreign Language on the college faculty, was the instructor of the French group. Details of the program and procedure have been described by these two professors in the following pages.

THE SUPERIOR FOURTH GRADE SPANISH CLASS OF 1960

By Frank J. S. Maturo

Those who passed through the hall of McKee Laboratory School could not fail to see a sign on the door of Room 101—"Aquí se habla español." The sign appeared on both sides of the door; whether it was opened or closed, it was the same.

Let us get a glimpse of what went on in this room with the strange sign—"Spanish is spoken here."

A typical day began with the sound of the bell at nine in the morning. Then down the hallway children began to come with a great degree of enthusiasm; some counting in Spanish, others muttering Spanish words, etc.

Once they reached the door, each one stopped, with a sure air of formality, and "Buenos días, señor Maturo," "Buenos días, chiquito," "Buenos días, chiquita" would follow with the same sparkle of joy.

In a few minutes the room would be full—thirty-two in all! Yes, eighteen "muchachas" and fourteen "muchachos," all fourth graders made up the class.

In a few seconds after roll call in Spanish, the happy musical voices intoned ME GUSTAN TODAS or EL RANCHO GRANDE etc. This was the beginning of the formal instruction with realia and the "muchachos" loved it. Every word was pictured so there was no need for English.

After the class instruction the children enjoyed their "merienda" (brunch) while Spanish music was being played. Later came their recreation hour "en el patio de recreo" on Tuesdays and Thursdays and swimming on Mondays, Wednesdays and Fridays.

The day always closed with a review of Spanish; then the children marched away, singing, to the bus.

The natural approach was used throughout the course which meant that the skills of listening, speaking, reading and writing were followed in that order. The books used were prepared with that natural approach in mind.

Movies about Spain and children of Spain, maps, music, etc., were used for cultural background.

The initiative of the children toward the language was easily shown by their desire and eagerness to draw objects in color on the blackboard and name them.

Yes, we had an average of four or five visitors per day to observe, but the children were not disturbed by their presence at all.

A daily review added a sense of unity to the course and helped maintain enthusiasm and keen interest.

The result could be heard everywhere—"Can we come back next year?" "Wish it had lasted all summer!"

"Adiós, chicos, hasta el verano próximo!" "Adiós, señor!"

THE SUPERIOR FIFTH GRADE SPANISH CLASS OF 1961

By Frank J. S. Maturo

The children who began in 1960 were invited to return in 1961. The number of students was 30—16 girls and 14 boys, age 11.

Purpose

The purpose of the class was to teach children to speak, read, and write the Spanish language and to prepare them to become better citizens in a world of travel and International Relations for world peace.

Classroom Procedures

The Spanish language was used almost throughout. English was used only at times for explanations when necessary. Repetition, imitation, listening and writing were the objectives of each class yet always mindful of the long range cultural objective. For this reason music, songs, stories, games, etc. were used. Maps, books, records, tapes and other visual aids were some of the materials also used.

Since the children were exposed to oral Spanish during the summer of 1960, it was obvious after a few days of review that as fifth graders they were ready to write the language. It proved very easy for them.

In order to solve somewhat the problem of continuity in the language and conversation the children made handy pocket size booklets with expressions of courtesy, foods, daily life, and conversations. This gave them practice in writing and understanding the language and at the same time thinking in Spanish without an English vocabulary.

One of the highlights of the class came when one of the children named her new pony colt Domingo. So the class decided to make an animal book with eighteen farm friends for Domingo. Great enthusiasm was shown and prizes were awarded for the best books.

A graduation or promotion exercise was held on the last day, with their parents present. Songs, games and conversations in Spanish were enjoyed by all. A certificate of accomplishment in Spanish was presented to the children.

So, with tears and enthusiasm, they departed saying "Hasta el verano proximo"—see you next summer.

THE SUPERIOR FOURTH GRADE FRENCH CLASS OF 1961

By Herbert S. Pendergraft

Purpose

The purpose of the work done with the superior fourth graders this summer was to help them attain a measure of fluency in, and an appreciation for, spoken French.

Classroom Procedures

The conversational work was centered around areas with which all American fourth graders would be more or less familiar: expressions of courtesy, the calendar, seasons, telling time, numbers and simple arithmetic, weather expressions, food and health habits, the home, etc.

The work was completely oral. Writing and reading French was postponed until the children have mastered French sounds and feel completely at ease with spoken French. Next summer, it is hoped that those who were in the class this summer can begin reading and writing French.

English was used in class only for giving directions or explanations of new material. Many visual aids were used to help make the spoken French more meaningful to the children without having to translate into English.

In presenting a new topic the situation was first explained briefly in English. Then the children were asked to listen very carefully to the French, watching the teacher's facial expressions, hand movements, or use of specific visual aids. After enough repetitions of the French for the children to fix in their minds the sounds heard, they were asked to repeat several times what they had heard. The teacher checked their pronunciation very carefully to find errors and to correct them immediately. The children's pronunciation and intonation never became parrotlike.

Another helpful tool was the singing of songs, which aided in learning to count, to name parts of the body, etc. At this age singing is a welcome, desirable activity.

Since the work was all oral-aural, there were no books used. The visual aids used were made by the teacher.

The class made great progress. The great enthusiasm on the part of many members was contagious and spread to the rest of the class.

THE SUPERIOR SEVENTH AND EIGHTH GRADE SCIENCE AND MATHEMATICS

By Sybil Duckett

Like the Modern Language classes which have been described above, the combination seventh and eighth grade was composed of commuting students from the four counties adjacent to the college campus. The curriculum was centered in Science and Mathematics. A study of the solar system served as the structure through which the following topics were studied: astronauts, missiles, reading large numbers, precision measurement, our celestial calendar, English and metric measurement, and scale drawing. A study was made of the hazards of space travel and the efforts of space scientists to overcome such obstacles. We studied the development of number systems and the development of the calendar, which is based on the activities of celestial bodies. We also studied the effect of space research on products used on earth, the development of time-keeping devices, and the development of the metric system of measurement. Mental mathematics was used to develop skill and accuracy.

A CORE PROGRAM IN LANGUAGE ARTS AND SOCIAL STUDIES
FOR
GRADES SEVEN AND EIGHT

By Harry Connor

The students selected the Civil War as the unit of study. Since we did not use a text, much emphasis was placed on group and individual work. The class was divided into five committees for research purposes. These committees were coached to insure progress and participation as well as to develop skills in note-taking, outlining, and general language uses. Approximately one-half of each week was devoted to research by the students, using books shelved in the classroom; and the other half of the week was used for filmstrips on personalities associated with the unit topic, the group meetings, and for discussion on issues associated with the topic. Ample time was devoted to converting notes to outlines in preparation for committee reports. Debates, also, were planned during the discussion of current problems.

During the last week of the term, each of the five groups in the class reported to the entire class. One report was scheduled for each of the five days. While the groups gathered information in a given subject area, each student specialized in some phase of the topic.

CHAPTER 6

THE ELEMENTARY PROGRAM FOR SUPERIOR AND GIFTED STUDENTS AS THE IN-SERVICE TEACHER SEES IT

By Lena Mayberry
and
Sarah Ellen Tolen

In the summer of 1960 forty-seven of us tired but eager teachers trudged to Cullowhee. There, midst the clouds, we saw a down-to-earth program for the academically talented. From five states we came to watch the gifted grow.

We in-service teachers, meeting the challenge, followed a schedule of numerous and varied experiences, consisting of lectures, library research, observation, and supervision. Regularly scheduled class time was devoted to lectures by specialists in the education of the gifted, to a lively sharing of ideas and problems, to reports on library research, and to compiling a handbook for administrators.

Course Work

During the early morning class period, we met with our instructors to discuss programs for educating the gifted. Working in small committees, we investigated programs now in operation in the United States, especially in the North Carolina schools. We thoroughly studied the techniques of identification and the mechanics of grouping, acceleration, and evaluation. Small groups of teachers, choosing on the basis of their interests, planned enrichment units to be distributed to teachers of the gifted. These units ranged from first grade through high school, covering all grade levels and all subjects.

Observation

Using the class work as a springboard, we perused contemporary literature on the education of the gifted and spent many hours in the classrooms watching gifted pupils responding to gifted teachers. As "wallflowers" we heard the response of eager minds to a rugged curriculum, saw the special needs and problems of individuals, and felt the challenge in educating the gifted.

Grade 4

While visiting the fourth-grade Spanish class, we either "brushed up" our rusty Spanish or guessed at the conversations between the pupils and their teacher. Many of us feverishly took notes on ways to beg, borrow, or steal materials for language instruction. The entire class was conducted in Spanish—even assignments.

Grade 5

Biology, mathematics, the arts, and social studies commanded the attention of the fifth-graders. During one of our visits each child had an earthworm stretched out on a board—razor blades and pins strategically placed. As each child slit his earthworm, he identified the organs that had been discussed in class. He saw, handled, and sketched his findings.

Mathematics in the fifth grade began with primitive numbers; such as, *neecha,* meaning one, *boola,* meaning two. Using these two words they learned to count as the primitives did: *neecha boola boola* meaning five, and so on. Step by step they progressed to the Egyptian, Babylonian, Greek, Roman, and Hindu-Arabic number systems, learning the influence of each on our present number systems. One student became so interested that he worked out the Chinese and Japanese forms and reported to the class. Particular emphasis was placed on the practical use of mathematics and its relationship to engineering and astronomy.

Another feature of the gifted child program is the morning talk. Each child is given opportunities to present special topics of interest to his classmates. Before his talk he has done research and outlined his speech. Following each talk there is a general discussion and appraisal.

Grade 6

In a lovely room bordered by gaily colored murals, sixth-graders learned to appreciate their native Southern literature. As they analyzed the concepts in "The Song of the Chattahoochee," they learned the geography and history of the states whose soil it touches.

The range of interest among these sixth-graders was illustrated by the keen interest in varied and unrelated areas of study. Immediately following an animated discussion of Southern literature, they stepped into the roles of amateur scientists and focused their attention on the mysteries of electricity. Under careful supervision, the children experimented with parallel and series circuits. Each child meticulously followed the directions of the instructor and actually set up series circuits. We observers were interested in the "ah-ha" expressions on the youngsters' faces as light bulbs were illuminated. Concluding this particular experiment, the students discussed amperes and their measurement and the general uses of the dry-cell battery.

Grade 7

The world was the plaything for the seventh-graders, here for the third summer. Through their common learnings (core curriculum) approach, they studied the history of the world. Following a chronological sequence, they read and reported to their classmates on varied topics: religion, culture, economics, government, architecture, and education. Using the problem-solving technique, each student wrote essays and discussed with his classmates the learnings applicable to today's world. We followed with interest the students' addition to their bulletin board on "The Pyramid of Progress."

As they vicariously climbed man's "Pyramid of Progress," seventh-graders read individually the great milestones in man's literary history. Each selection of literature was studied, not only for its aesthetic value but also for its reflection of contemporary events. Each student, given a basic text in world literature and one in world history, was expected to do extensive library research on a particular subject in each "time" unit, as well as to function as a member of a committee. History and literature became *alive* as students wrote and presented skits about persons whose lives made history. Often they performed in roles of characters created by the world's greatest dramatists. These students had a reason for their study—they sought to identify the sources of man's misunderstandings and to identify the elements of world peace. What greater challenge could face the youngsters of any age?

Afternoon Supervision

During the afternoon library periods and evening study halls, we spotted poor study skills and counseled individual pupils. Certainly not every experience was "rosy." Frequently we found it necessary to reprimand students for poor work or discipline them because of uncommendable behavior; however, we found them responsive to criticism and eager to please. For five weeks they were "our children."

There was no limit to our laboratory experiences. We swam with the students, chaperoned them to the campus snack shop, and shared their playground activities. We accompanied them on field trips, scenic tours, and camp outings. Keeping pace with them on a hike and competing with them in tennis was not so easy. After a few rigorous mountain climbs, we welcomed our automobiles, even when they were packed with giggling youngsters. On Sundays we worshiped with them in several churches they chose to attend.

As we observed and supervised, we became fathers, mothers, counselors, and friends. Whether we were supervising their study or sharing their play, there was never a dull moment.

CHAPTER 7

THE INSTRUCTIONAL PROGRAM FOR SUPERIOR HIGH SCHOOL STUDENTS

The widespread public interest in the program for gifted elementary school children stimulated the authorities at Western Carolina College to initiate a high school program in 1959. During the first summer there was a class in college-level Chemistry, open to eleventh and twelfth grade high school students.

Whereas the elementary program, because of intense competition, was open only to gifted students, the program for high school students has been open to superior as well as gifted students. Screening was in charge of Dr. C. D. Killian who took account of IQ, and scores on a Chemistry Aptitude Test, as well as ratings and comments of teachers and principals.

The 1959 experiment was so successful that 1960 saw the offering of Biology and Modern Algebra. Mr. J. G. Eller describes the work in his Biology class on the following pages. This is followed by Mr. Dan Wells' description of his Modern Algebra Class.

THE BIOLOGY CLASS OF 1960

By J. G. Eller

A five-week course in biology was offered to 33 selected tenth, eleventh and twelfth grade high school students as part of the Gifted Child Program at Western Carolina College. Selection of participants was made from nearly one hundred applicants. Criteria for selection included: IQ score, grades on high school mathematics and sciences, achievement test grades, teacher recommendation and competitive score on natural science tests. All participants except one had previously completed a course in high school biology.

Effort was made to direct every phase of the course toward the acquisition of knowledge and experience which would increase and maintain interest in biology and serve to broaden insight into many fundamental biological problems. Basic principles and concepts, some close to the research frontier, formed the core of the program. No effort was made to offer a generalized high school course or a stereotyped course. Because few came from schools adequately equipped for laboratory work considerable stress was placed upon laboratory procedures, use of the microscope, etc. Other objectives included the development of curiosity, open-mindedness, scientific attitudes and skills, neatness, accuracy, and honesty in doing work. Effort was made to stimulate critical thinking about all organisms including man. Personal counseling by experienced counselors contributed much to the program.

The following outline gives something of the general approach, organization and content of the course:

Level of Organization of Living Matter	Topics Studied
1. Molecular level	Origin of life, basic biochemistry, cell structure and physiology in terms of biochemistry, photosynthesis.
2. Cellular level	Protozoa and Algae, cells and tissues, mitosis, meiosis, considerable emphasis upon basic genetic concepts including solution of genetic problems.
3. Tissue level	Starfish and Frog embryology.
4. Organ level	Mammalian anatomy and physiology including dissection of foetal pig.
5. Community level	Basic principles of ecology.

Classes were held for four hours each morning. Afternoons were devoted to counseling sessions. Closed study hours were observed each night in the dormitories.

The performance level of the class was considerably higher than that found in most college freshman classes. Characteristics exemplified by the group which were markedly different from those of typical college freshmen include keener curiosity, greater willingness to ask and answer questions, and ability to think critically on matters of high intellectual interest. Four tests were given during the course. Tests were devised on the level of those given to college freshmen and sophomores on similar subject matter content. Results of the four tests follow:

Pupil No.	Test Results			
1	75,	76,	57,	95
2	89,	80,	58,	83
3	91,	89,	57,	80
4	76,	84,	90,	93
5	68,	94,	86,	90
6	65,	78,	74,	70
7	77,	74,	54,	76
8	88,	97,	98,	96
9	81,	89,	70,	90
10	96,	100,	95,	99
11	96,	94,	68,	93
12	92,	94,	76,	97
13	89,	92,	76,	97
14	97,	-	98,	96
15	94,	89,	97,	99
16	95,	93,	74,	96
17	80,	83,	75,	91

Pupil No.	Test Results			
18	90,	95,	75,	95
19	92,	98,	94,	99
20	90,	95,	63,	91
21	91,	96,	83,	91
22	88,	98,	95,	86
23	90,	95,	95,	99
24	73,	89,	83,	92
25	86,	88,	95,	100
26	91,	92,	79,	99
27	85,	94,	87,	83
28	61,	88,	67,	96
29	92,	91,	93,	100
30	70,	67,	53,	85
31	94,	44,	83,	96
32	94,	91,	83,	63
33	92,	92,	77,	99

The students who completed the course received college credit, although many of them were not interested in credit.

THE MODERN ALGEBRA CLASS OF 1960

By Dan B. Wells

During the summer of 1960, Western Carolina College offered for the first time an introductory course in modern algebra. Beginning July 18 and running through August 19, the class was open to superior high school tenth, eleventh, and twelfth graders. It is generally felt that the conventional high school mathematics program fails to properly challenge many of the genuinely talented students. This led Dr. C. D. Killian, Director, Gifted Child Program, with full cooperation of the college, to initiate this class.

High school principals were sent application forms and, after conferring with the child's parents, nominated students to Dr. Killian. Upon receiving these nominations, the high schools were sent copies of The Mathematics Aptitude Test, which were returned to the college after administration. A faculty screening committee, working with Dr. Killian, made final selections based on the highest over-all standing on the basis of academic aptitude and achievement, interest in and aptitude for mathematics, social and emotional maturity.

A total of thirty outstanding students were selected for this first class. While the chief aim was to enrich the mathematical background of these students, a major emphasis was placed on fostering a deeper and more realistic interest in the field. A knowledge of high school algebra, with minor exceptions, was the only formal prerequisite necessary to an understanding of the material. The major topics included:

1. The Integers . . . .
   The positive and negative integers, zero, finite induction, greatest common divisors, congruences and positional notation for integers.
2. The Rational, Real, and Complex Numbers . . . .
   The integers as a subset of the rationals, the reals as a subset of the complex numbers, De Moivre's theorem and the primitive roots of unity.
3. Elementary Theory of Groups . . . .
   Permutations, isomorphisms, cyclic groups, cosets and subgroups.
4. Rings, Integral Domains, and Fields . . . .
   Polynominals over an integral domain, division in an integral domain.
5. Polynomials over a Field . . . .
   Division algorithm, synthetic division, and factorization theorems.
6. Matrices Over a Field.

For the five weeks all the students lived in college dormitories, ate in the college cafeteria, and were under proper supervision by counselors for the program. The cost was the same as for any regularly enrolled college student.

The mornings were devoted to formal classroom procedures, including time for problem solving and questions, the afternoons to guidance and recreational activities, and the evenings to supervised study. For those who successfully completed the course the college awarded five quarter hours of college credit.

THE SUMMER OF 1961

In the summer of 1961 the program was further expanded. Classes were offered in English, World Civilization (1500-1870), General Chemistry, Modern Algebra, and Intermediate Spanish.

The instructors, with one exception, were members of the college staff. They were:

English..................Dr. Mabel Crum, Head, English Department

History.............Dr. D. C. Sossomon, Head, History Department

Mathematics.............Mr. Dan D. Wells, Professor, Mathematics Department

Chemistry....Mr. Bernard Toan, Durham High School Teacher

Intermediate Spanish....Dr. Virgil Warren, Professor, Language Department

The courses offered were of college level, and each closely followed the courses normally offered in the Freshman year. The comments which follow were written by the instructors.

THE ENGLISH CLASS OF 1961

By Mabel T. Crum

My basic purpose in teaching English 151, the first course in English composition in the freshman curriculum at Western Carolina College, was to prove to my own satisfaction that the upper fifty per cent of American secondary school students could do work of junior college level. Basically, the aim of English 151 is to teach students to do expository writing on the level of adult thinking. To achieve this aim we require, roughly, 750 pages of parallel reading. For the reading we used one of the new books of controlled research materials, *Tragedy: Plays, Theory and Criticism;* for writing, *Writing With A Purpose* and *Modern English Practice*. The written work included fourteen critical themes based on the tragedies.

The class included five boys and twenty-six girls. The grade classification was: four high school graduates, nineteen rising high school seniors, and eight rising juniors. The IQ range was 98 to 141; the median, 127.

For this group the final grade range was nine A's, sixteen B's, and six C's. My usual grade range for the average college section follows the normal curve: 3% A's, 17% B's, 50% C's, 17% D's, and 3% E's. Despite the fact that this course was considerably more difficult than the typical college course in freshman English, this group showed superior achievement.

Curriculum and Classroom Procedures

In general, the syllabus for the course divided the five-week summer term into five sections of study of about one week each. Although we began the term's work with an introduction to *Oedipus Rex* and the passages from the *Poetics*, the emphasis during the first week was on learning to organize and develop a five-paragraph expository theme. Consequently, we spent most of the first five days studying the first five chapters of *Writing With a Purpose.* At the end of this period, the students had learned how to glean notes from their reading to support a thesis for a paper, how to organize these notes into an outline according to a basic pattern and how to develop an expository paragraph supported by concrete, specific "purposeful details," or examples, according to the formula: *statement* (topic sentence), *explanation, examples* (at least three) and *concluding sentence* which refers back to the topic sentence. They had also written and rewritten an expository paragraph on such topic sentences as "A blind date is always a risk," "Honesty may sometimes be a difficult policy" and "Young brothers (or sisters) are pests." These paragraphs were carefully graded for their organization and development and rewritten with special emphasis on adequate explanation and proof to make the author's meaning clear to the reader.

Although with these students spelling, grammatical and mechanical errors were no problem, their sentence structure, without exception, tended to be a monotonous succession of simple sentences and independent clauses joined by *and* or *but,* all on the subject-verb-complement pattern with an excessive use of passive and copulative verbs. In class discussion and in comments on the first drafts of the paragraphs we hit this tiresome, immature style hard as a spring board for the exercises in the *Modern English Practices* workbook, which emphasizes the writing of original simple sentences with subordinate ideas expressed in compound elements, appositives, participial phrases; complex sentences and compound-complex sentences. Grades on this first batch of themes were all in the C and D class. Since this was, probably, the first time in their lives these children had ever made a grade as low as C or D, the experience was jolting enough that they worked with a will to improve their style and organization on the second trial in order to raise their grades.

At the beginning of the second week, the assistant, Miss Carolyn Dean, and I made it clear to the class that we felt they now knew the basic pattern for all written work and the method for developing a thesis and that we expected them to follow this pattern throughout the course, as well as throughout the rest of their lives. Then we turned our attention to reading the literature in the course and writing the critical papers based on their reading. In class we read carefully, with a great deal of explanation and interpretation on my part, the *Oedipus* and the *Poetics*. We also spent two hours viewing four films from the Encyclopedia Britannica Humanities series on *Oedipus Rex* and one hour listening to a recording of the drama. We followed each viewing session with class discussions of the interpretation of the tragedy as given in the commentary in the films.

Toward the end of the week, when the reading was almost complete, as composition exercises the class wrote a narrative summary of the plot of *Oedipus* with emphasis on the logical order of the incidents leading to the catastrophe; outlined the first six chapters of the *Poetics* on the board and from the outline developed, step by step, Aristotle's definition of tragedy as he evolved it from the general statement that "all forms of art are modes of imitation." For an out-of-class critical paper, the students drew a subject from a common pool.

Work during the third, fourth and fifth weeks of the term followed much the same pattern as this second week devoted to the study of Greek tragedy. The four dramas in *Tragedy*, together with the supplementary criticisms of each, trace the changes in man's thinking on the tragic theory in drama from the ancients to the twentieth century. During the class periods we read the plays and the criticism, discussing the salient points of each and the relation of each period to those preceding. In the writing that followed the reading, the students developed these various points in their expository themes. Through the fourth week, all papers marked below a B+ were rewritten.

The third week was devoted to the study of *Othello*. The fourth week of the term was spent on Ibsen's *Ghosts*. The fifth week of the term was devoted to the study of O'Neill's *Hairy Ape*.

As I have indicated in this report, most of the work on the literature studied was done in class. For homework and work during the supervised study hall periods, the students completed the grammar and sentence exercises in the *Modern English Practice* workbook. Since the class was well trained in the basic principles of grammar, very little teaching of them was necessary. They did have some difficulty, however, in constructing acceptable sentences using these principles. Miss Dean supervised this part of the work, graded all the exercises, and took a few minutes each day to discuss the returned assignment and the new one for the next day. Frequently the students were asked to write ten original sentences according to a specified pattern—sentences with adjective clauses, for example—on a single subject. Many times we made that subject the literary selection they were studying at the time. This exercise itself encouraged further thinking on their reading material.

The value of this phase of the course was vividly reflected in an improvement of the students' written style in all their papers. At the end of the term the monotonous simple sentences and independent clauses joined by *and* or *but* had almost disappeared. In their stead the class, without exception, were using simple sentences with unimportant ideas in subordinate elements, complex sentences and a generous number of compound-complex patterns.

THE MODERN EUROPEAN HISTORY CLASS OF 1961

By D. C. Sossomon

Course: World Civilization, 1500-1870 (the regular required college freshman course)

Class: Nineteen high school students

1. eight boys, eleven girls

2. There were eleven rising eleventh graders, seven rising twelfth graders, and one rising college freshman.

3. Thirteen scored in the top 10 percentile of the freshman achievement tests given on the first day of the session.

Course Structure: Class met each morning for four one-hour periods. The first, second and fourth were used for lecture time in the classroom. The third period was used as a library time for individual reading.

Study Period: The class met for two hours each evening in the library. This was required the first three weeks. It was a supervised study period under the guidance of an academic counselor. The last two weeks this was changed to an optional study hall. The counselor was still on duty to help any students who needed assistance in their studies.

Class Program: A detailed syllabus of the entire course was given to each student.

1. Text—No specific text was issued. Students were asked to do background reading in special books reserved in the library. The main books were: Palmer and Colton's *A History of the Modern World* and Wallbank and Taylor's *Civilization: Past and Present.*

2. Required Additional Readings—C. Gustavson's *A Preface to History.* Each student was asked to read this to gain a better understanding of the study of history.

3. Project—Critical Book Reviews. Two critical book reviews were to be written. The students were to choose a topic, an idea, a movement, a person, an event, etc., and read two books in that area. He could choose two biographies of a person, or one biography and one book on the era of the person chosen. An outline for the critical book reviews was given and carefully explained.

4. Map Exercises and Study Questions—These were given as study guides, not as assigned work.

5. Additional Readings—A list of books was given at the end of each unit for further depth of material. This was optional extra work.

6. Testing and Evaluation—Two tests (one hour each) and a final examination (two hours). Test one consisted of ten out of twelve identification questions. Test two consisted of eight out of ten identification questions and one essay question. The examination covered the entire course—five out of six identification questions and two out of three essay questions.

THE MODERN ALGEBRA CLASS OF 1961

By Dan B. Wells

The second Modern Algebra class for superior high school students was held from July 16 to August 18, 1961, at Western Carolina College. Upon recommendation by their principal, high school students were screened by a series of examinations sent to their school by Dr. C. D. Killian. The top thirty applicants, consisting of twenty-three boys and seven girls were finally chosen for this summer's program.

This course consists of an introduction to the field of mathematics commonly referred to as modern algebra. Some of the topics included are: the integers; the rational, real, and complex numbers; elementary theory of groups; rings; integral domains, and fields; polynomials over a field. A development of this type presupposes no particular mathematics courses other than a good background in high school algebra. Obviously, more mathematical maturity than that possessed by the average high school student would be desired, and this was the basic consideration used in selecting the participants.

Classroom work was held each weekday from 8:05 until 12:15, and the afternoons were devoted to guidance and organized activities. Two hours were set aside each evening as a closed supervised study period, under the supervision of an academic counselor who worked closely with the instructor.

Each day's work was generally divided as follows. The first two periods were for lecture on new material. The third hour Mr. Burrell, the academic counselor, took half the class into the adjoining room; and we discussed, and let the students discuss, various problems which had been assigned. Two days each week a mathematical film was shown during the fourth period, otherwise the time was spent letting students study on new assignments. Certainly this schedule was flexible, depending upon the difficulty of the material being presented.

In addition to the various recreational trips planned for all the groups, we had a trip to the Weather Records Center in Asheville where we were able to see some of the most modern electronic computers in action.

Three regular hour examinations were given and a final which counted as two regular examinations. In addition, two reports dealing with the development of mathematics and mathematical recreations were assigned. Reading and research was done outside of class and the reports written in class. These two together counted as a single hour examination.

In summary, I feel these students compare favorably with the regular college juniors who take the same course following a course in Calculus as indicated by the attached tables. I might add that this group did get the course full strength.

TABLE V

Grade Distribution For Modern Algebra Classes

	Total No.	A	B	C	D	F	Drops	Class Av.
FALL 1959—College Juniors	21	4	8	5	1	3	0	73.33
SUMMER 1960—High School	30	13	9	3	2	0	3	*85.66
FALL 1960—College Juniors	16	2	4	7	3	0	0	75.25
SUMMER 1960—High School	30	10	13	5	2	0	0	83.43

*Does not include the three drop-outs

TABLE VI

Distribution Of The Boys

	Total No.	A	B	C	D	F	Drops	Average
FALL 1959	16	3	5	4	1	3	0	71.5
SUMMER 1960	20	8	5	2	2	0	3	*84.17
FALL 1960	13	2	2	6	3	0	0	76.15
SUMMER 1961	23	8	11	3	1	0	0	84.53

*Does not include the three drop-outs

TABLE VII

Distribution Of The Girls

	Total No.	A	B	C	D	F	Drops	Average
FALL 1959	5	1	3	1	0	0	0	79.2
SUMMER 1960	10	5	4	1	0	0	0	88.2
FALL 1960	3	0	2	1	0	0	0	78
SUMMER 1961	7	2	2	2	1	0	0	79.86

THE GENERAL CHEMISTRY CLASS OF 1961

By Bernard Toan

The attached outline of our program is a summary of our work from July 16 to August 18, 1961, at Western Carolina College. As I have indicated in this outline the program was set up deliberately to be overambitious to make sure that we pushed these able people to their limits.

Classwork

We set out to cover the first half of the text by Sienko and Plane, and we covered about half of that in a thoroughgoing way with selected topics from some succeeding chapters. This adds up to about one third of the text, or six out of our first nine topics.

Laboratory

Due to the fact that the laboratory manual had not been ordered, it was two weeks before it arrived on campus. This was the only serious difficulty encountered, but the time was put to good advantage with some elementary qualitative analysis. The students enjoyed this and seemed to find it profitable. I was more than happy to accept Dr. Ferguson's offer to use the regular manual because the laboratory assistant was experienced and had, herself, performed the exercises in this manual. This should have been an ideal setup, especially since the laboratory assistant proved to be especially able and very cooperative. We covered five out of eighteen available experiments. I am sure that we could at least double this because a great deal more can be accomplished the first week than in the last one.

Trips To Visit Industrial Chemistry

Both the trip to the Mead Corporation in Sylva (papermaking) and that to the Enka Company near Asheville, (rayon) were excellently organized and of high educational value. Both were enjoyed by the students.

Supplementary Reading

This proved to be a little too idealistic in a five week high-pressure course. The students were simply too busy with the regular textbook assignments. I do think that there would have been time for at least some of this if the daily routine for the students had not been so thoroughly organized. There were just too many places that they had to report at specified hours for much extra reading to be a reasonable requirement. Perhaps I was over-influenced by the opinions of the students in this matter; but, since they were excellent scholars and very eager to learn, I believe that this should be discussed by all concerned.

Tests and Grading

Five tests, an average of one per week, and a three-hour final examination were administered. I feel that this has given a sound basis for the grades issued. I can report with pleasure that the work of this group was excellent, their interest high, and that they kept going consistently with very few exceptions until the very end. I would make just one recommendation. If a standardized (American Chemical Society) test were administered when the students arrived and an alternate form given for a final examination, we would have a much more objective basis for comparison than tests devised by the instructor.

Selection Of Students For This Course

Whoever selected the students should be congratulated. There were only three who were too brilliant for the rest of the group, and that cannot be avoided as there are just too few of these for special classes.

Special Work For The Brilliant

At least two of the three brilliant students had sufficient maturity and drive so that they would have profited immensely, I think, by special work. It would cost very little. Special laboratory manuals would be bought by the students themselves, and only a few extra chemicals would be needed. These are the people who can make up their own solutions and special setups. For these, there should be very few organized meetings to attend. Their time should be their own. They should be permitted to work overtime in the laboratory.

Special Projects

Here, due to a late start, we cannot report success. The large wall chart was simply not completed. I feel that this was the fault of the instructor. Such extensive projects are simply too much for a short session. Another year I would stress individual projects, especially by the brilliant, and of a library and laboratory nature, where experiments encountered in reading can be tried in the laboratory.

General Recommendations

First, let me say that I enjoyed my work with this group of exceptional students very much, that I am proud to have been invited to take part in this project, and that I feel this is a very important field of experimentation.

1. Because this field is experimental, I think the need for communication between the workers in this field is especially great. This is the greatest weakness I find in the program. We do not get together to exchange ideas nor to observe one another. It would be easy to overdo this, because like the students we need most of the time for ourselves, but too little is very bad.

2. Social life is very limited. I did not show any initiative and cannot really complain; but an opening picnic perhaps, one other very informal evening, playing cards and talking would give more opportunity.

3. Money for supplies. There should be a budget request from each instructor several months in advance.

THE INTERMEDIATE SPANISH CLASS OF 1961

By Virgil Warren

There was a review of grammar with emphasis on oral approach, supplemented by directed drill in language laboratory, and voluntary individual use of language records in the library. Reading of representative Spanish and Spanish-American dramas and novels was assigned. Other activities included group singing of Spanish songs, showing of four short films pertaining to the Spanish language and Spanish-American life. The group also prepared a newspaper in Spanish.

The fact that each student observed similar ability in his classmates inspired him to strive for his maximum achievement. With the exception of one withdrawal, no student was ever absent. Although some students indicated that certain types of drills had been absent in earlier training, they did not complain but did their utmost to remedy the deficiencies. They manifested respect and esteem for each other and derived considerable pleasure from working together. At the last class meeting prior to the final examination, they were encouraged to borrow books from their teacher or to correspond with him for help in their individual study. Under such conditions, it was possible for these students to become better prepared for Spanish 152 than the average college student for Spanish 151 under ordinary conditions.

The distribution of final marks is shown in the following table.

TABLE VIII

Distribution Of Spanish Grades

No. of Students	Grade
7	A
3	B
1 withdrew	
11	

CHAPTER 8

READING IMPROVEMENT PROGRAM FOR SUPERIOR HIGH SCHOOL STUDENTS

By Harold Kennedy

In response to requests from many parents and high school principals. Dr. C. D. Killian decided to organize a program for the improvement of reading in the summer of 1961.

Identification and Screening

The philosophy back of this program was based on the premise that only superior high school students would be accepted. Many high school students who are enrolled in college preparatory courses realize that they are not reading with sufficient rapidity. For screening purposes, an individual IQ of 115 was considered to be minimum; however, one pupil with a score of 107 and two others with 114 were finally accepted. The other scores were: 121, 122, 124, 129, 131, and 133. Reading Achievement Test scores were also considered, but considerable weight was given to recommendations of teachers and principals.

In terms of grade placement, this group included one rising sophomore, seven rising seniors, and one high school graduate.

Initial Status

At the beginning of the program, the students could read from 200 to 250 words per minute, with comprehension from 60 to 80 per cent, on junior high school level materials from the Educational Development Laboratories. The major problem seemed to be that they did not do well on tests where rate of reading entered as a factor. On the whole, the students had done better than average work in the high schools which they attended. However, all of them felt that they had been spending too much time on their studying, in the light of the results attained.

Curriculum and Classroom Procedures

During the five-week period, the students were reading in books with simplified language, to increase speed in natural reading situations. They read approximately 1,000 pages of material of this type. During the same period they read, on the average, approximately 2,500 pages of material from books on their own school levels, with some using books of college level difficulty for this reading.

Correlated with the Educational Development Laboratories' materials was work with materials published by the Perceptual Development Laboratory of the speed-reading type, and also the work with the tachistoscope. In the work with the tachistoscope, they moved from the place where they could handle four digit numbers and two word phrases at one-fourth second exposure to the point where they could handle numbers of six digits and phrases of four words with one-sixth second exposure. Some could do this satisfactorily with exposure of one-twelfth second.

In addition to the above work, these pupils had a workbook that is designed to improve their ability to use less fixations per line; help in word recognition; help in locating topic sentences; spelling; and help in organizing materials read. It is only natural that one should ask how did they find time to do all of this in five weeks. They were under direct supervision six hours per day, with assigned reading for a minimum of two hours more per day, five days per week. Most of them stayed on the campus on weekends and did considerable reading on Saturdays and Sundays. The common remark, as we neared the close of the five weeks, was that they were *enjoying* reading. They attributed this to the fact that it was fun to read when it was not hard work.

Parents were sent letters explaining the progress of their children; and, in every instance, the emphasis was placed upon the need for the student to keep up rapid reading practice daily, and that it was desirable that each complete the workbook which was not completed due to a time factor. All were listed as having college potential if these recommendations are followed. In some instances, it was recommended that the parents might be wise to accept the fact that they should not expect all honor grades from their children. In at least two instances, the children showed evidence that their parents had been exerting excessive pressure upon the child to get on the honor roll. Thus, we believe that all can do college work but might not, in some instances, if too much pressure is brought to bear upon making high grades.

The most remarkable factor in this whole program was the fact that we did not lose a single member during either term on any level of reading. The morale held at a much higher level than one would expect under the conditions of pressure that were used. This may have been due to the fact that we shifted from one type of work to another several times per day. It seemed that we should not keep at any one type of work for more than thirty to forty minutes at a time.

We did not have enough help to make detailed studies of each of the individuals in this group; and, in several instances, it would have been desirable to have made more detailed studies. We did have the eye test on most of them and the reading tests at the beginning and the close of the term. We need to have more studies made if we are to be in a position to help the schools from which these pupils have been coming.

Results

From a speed of 200 words per minute on junior high level materials, the group jumped to a minimum of 420 words per minute on senior high school material. Four were able to read 420 words a minute, one at 450, two at 490, and two at 520 words per minute. Thus, practically all of the group doubled their rate of reading on much more difficult material and with satisfactory comprehension.

Testing Program

Because of the fact that diagnosis was an essential step in attacking the reading problems of these students an elaborate testing program was set up. The tests used were as follows:

Iowa Silent Reading Test

California Mental Maturity Test

Eye Test with Telebinocular

Individual Intelligence Test when needed

This may be the Binet or the Wechsler.

Books and Materials

The following books and materials were used in this reading program:

Controlled Reader

Perceptual Development Laboratories Materials. St. Louis.

Toward Reading Comprehension by Sherbourne. D. C. Heath.

Junior High and Senior High School Reading Program for Slow Readers. American Book Company.

CHAPTER 9

FOLLOW-UP RESEARCH STUDIES

By Anne Cowan

The follow-up research studies on the gifted and superior students form an important part of the total program carried on at Western Carolina College. It is through these research studies that we hope to determine to some extent the influence of our program upon the students.

The questionnaire has been used in a follow-up study of those who have participated in the classes for gifted and superior students since the first class was formed in 1958. Questionnaires have been sent each year to the students themselves, to parents, and to teachers. Much valuable information has been gathered through these questionnaires; however, this device has certain limitations which must be considered. The lengthy questionnaire tends to wind up in the wastebasket; the short questionnaire does not cover the full scope of information desired. We realize, too, that certain types of information can be better obtained through personal contact than by the questionnaire alone.

This year, for the first time since the program started at Western Carolina College, we are conducting an action-type research project, with visits to the schools and homes of the students who have participated in the classes. This particular follow-up study is sponsored by Western Carolina College and is supported by substantial grants from the Mary Reynolds Babcock Foundation, Inc. and the Z. Smith Reynolds Foundation, Inc., together with other grants from industries in North Carolina.

The school and home visits will continue throughout the 1961-62 school year; therefore, only tentative conclusions can be given at this time. Fictitious names are used in this report in order to conceal the true identity of those involved in the program.

Location files have been prepared to aid in planning the visits. Letters are written in advance to the parents and principals in order that they may know the approximate date of the visits. A copy of the principal's letter is sent to the school superintendent so that he may be informed of the follow-up study.

The main areas of concern in the follow-up study are academic, social and emotional adjustments, extra-curricular activities, and study habits and skills. Information is requested concerning the student's plans for further education.

Another value in the personal contact is that an opportunity is provided for parents and school personnel to ask questions pertaining to the reports and other aspects of the special classes.

In order to give some idea about the data gathered from this action-type research, we are providing some anecdotal records and information from interviews. A more complete report of our findings will be prepared at the conclusion of the visits.

A visit to a small North Carolina town brought an expression of gratitude from the parents of Jane P., a vivacious twelve-year old gifted student, who is a seventh grader this year. An only child of middle-aged parents, she appeared to be somewhat shy and slightly self-conscious during the visit. Both parents stated that the "experience at Cullowhee gave Jane more confidence in herself. It was wonderful for her to be with children her own age. It was Jane's first time away from home and we nearly died because we missed her so much, but it was a good thing for her to go. Jane has always had good study habits, but she learned to organize her studying better than before."

Jane confirmed the information about her first time away from home when she remarked, "I was terribly homesick at first, but I enjoyed the program once I got over that."

Sara T., a gifted sixth grader, who is eleven years old, seemed quite mature for her age. She was bubbling over with enthusiasm as she talked about her studies this year and about her experience at Cullowhee. Sara made the comment that she was glad the program stressed enrichment but she wished "others could understand that. They even asked me at church if I would be double promoted."

Sara said that she, too, was homesick at first, but "I remembered that Mother told me to keep busy if I got homesick, so I recovered quickly."

The morning talks have been a big help to Sara this year according to both Sara and her mother. "I'm never frightened when I talk before a group." Sara said she enjoyed the various field trips while at Cullowhee and had used information obtained from them.

Miss Moore, Sara's teacher, stated that she has leadership ability and is a joy to have in class. She is "tops" in class and is well liked by her classmates.

Dennis T., a high school senior, commented about the Modern Algebra Class, saying, "It was the hardest I have ever studied. It has had an effect on all my high school studies. The emphasis on good study habits has helped tremendously." Dennis had recently written a paper on "How to Study" for his English class.

Interested in studying medicine, Dennis plans to enter college next year. He is active in school organizations and is vitally interested in the betterment of the school. According to his guidance counselor, "Dennis does everything he can to help with school improvements."

Robert C., another high school senior, was also a member of the Modern Algebra Class at Cullowhee. He is interested in engineering and electronics, but according to his mother, "he could not understand the need for mathematics until he visited several industries with his father. He had had trouble applying the math he learned, but the course in Modern Algebra at Western Carolina College helped him in this respect. He enjoyed the course and received so much from it that he is now watching Continental Classroom—the Modern Algebra Course—on television. He is also watching the course in American Government because he wants to keep up with what is going on in the world."

Mrs. C. said that Robert wants to return to Cullowhee next summer (1962) for the Chemistry course.

Nelson L. is the fourth child in a family of five children. According to his parents, "Cullowhee was a big shot in the arm for him. It boosted his self-confidence and helped in many other ways. He enjoyed many aspects of the program, but he was especially thrilled over the piano concert in the college auditorium."

Nelson is an avid reader. His parents said that his study habits are not very good, but they believe TV interferes. Mrs. L. thinks that the boys, Nelson's brothers, like to be together so much in their various activities that they do not spend enough time alone for their studies.

Mr. and Mrs. L. stated that they realize Nelson has room for improvement, but they think he has made great strides as a result of participation in the special class at Cullowhee. They expressed a genuine interest in the program and said they sincerely hope it will be continued.

Gerald C., a gifted student, is a sixth grader this year. His teacher, Miss Jones, stated that he "seems well adjusted and gets along well with the other children. He has leadership ability, but he does not push himself on others. Gerald's main interests in school seem to be social studies and creative writing. He expresses himself well and enjoys writing original stories and limericks." Miss Jones said that Gerald has unusually good study habits and skills, and she believes the class at Cullowhee was expecially helpful in this area.

Gerald is taking piano lessons, which he thoroughly enjoys, and Miss Jones informed us that he is also very much interested in drawing. She said, "He has good color sense and does a fine job with his drawings. He is not especially interested in athletics, but he enters into most of the school activities. I would say he is a well-rounded, well-adjusted individual, and he is a joy to have in class."

These few examples may give some idea about the reactions to the program by students, parents, and teachers. One might ask then, "What parts or phases of the program seem to be most helpful to the students—both gifted and superior?"

It seems, from information obtained during the home visits, that emphasis on study skills and the stress on improving the ones already in use, are perhaps the most beneficial aspects of the program. Many of the gifted elementary students have said that this phase of the program helped them more than anything else. The parents and teachers confirmed this. The morning talks conducted in the fifth and sixth grades appear to be in second place.

Many of the superior high school students remarked, "While in the special program at Cullowhee I studied the hardest I have ever studied in my life, but that experience has helped me in all my courses. It was worth the whole time just to learn those study skills."

CHAPTER 10

OTHER RESEARCH STUDIES

By Harold H. Bixler

The presence of groups of superior and gifted students on the campus of Western Carolina College offered many opportunities for research.

The Spitzer Study Skills Test

It is generally agreed that gifted children possess a "world of information" on many and varied subjects. Their high scores on standard achievement tests prove this to be true. However, many critics of ability grouping and other types of special classes declare that they do not possess a high level of study skills. This research was undertaken to ascertain the facts.

A few general observations may be in order here. Until recent years, many of the so-called "complete" batteries of standardized tests did not include a sub-test on study skills. It is true that there are included in social studies sub-tests a number of items testing use of maps, graphs, and tables. Similarly, arithmetic tests have items relating to reading of graphs. Today, however, in an apparent trend away from fact or memory test items toward study skills items, we find that many of the widely used achievement test batteries include a separate subtest measuring study skills. Usually such "complete" batteries include separate skills tests at the fifth grade level for the first time. Some of the children in the Gifted Classes may have had a study skills test while they were in the fifth grade in their hometown schools. However, it is impossible to make a valid estimate of their study skills abilities at the time they entered this class. We do know that the teachers of the groups, who worked with these pupils in the library and study halls, did stress study skills. The credit for the high scores reported in 1958, therefore, must be shared by the regular teachers in the schools from which they came, the parents, and the summer school teachers at Western Carolina College.

In view of the fact that study skills tests designed for grades 5 to 9 might not possess a high enough ceiling, Dr. C. D. Killian chose the Spitzer Study Skills Test.[1] This test includes five sections, as follows:

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[1] *Spitzer Study Skills Test.* Tarrytown, New York: Harcourt, Brace & World, 1954. 12 pp.

1. Using the dictionary
2. Using the index
3. Maps, graphs, and tables
4. Sources of information
5. Organization of facts

Raw scores on each of these sections were converted to percentiles. Since these gifted children had just completed grade 5 in the public schools, it might be guessed that the table of 9th grade norms would be appropriate.

The Gifted Fifth Of 1958

Table IX shows the distributions of percentile scores, using 9th grade norms, for the class of 1958. This test was given at the end of the summer term.

TABLE IX

Grade 5 of 1958, Tested July, 1958

Distribution of Percentile Scores using 9th Grade Norms

	Test 1	Test 2	Test 3	Test 4	Test 5
90-9	9	15	5	13	2
80-9	5	2	6	6	1
70-9	8	6	6	2	4
60-9	3	4	5	5	5
50-9	2		2		5
40-9		2	3		3
30-9	1		1		1
20-9	1			2	2
10-9				1	4
0-9			1		2
N	29	29	29	29	29
Medians	80	90	72	88	56

What do these data tell us? First, let us look at the medians. The highest median—90—was scored on Test 2, *Using the Index.*

This was followed closely by 88 on *Sources of Information* and 80 on *Using the Dictionary*. Even on Test 5, *Organization* *of Facts,* this 5th grade level group scored at the 56 percentile, that is above the norm for grade 9.

Note also the very high percentile scores of some of these students. Consider, for example, how many of them were better than 90% of 9th grade students (line 1) Test one—9; Test two —15; Test three—5; Test four—13; and Test five—2. Truly, this is a remarkable record, even for students whose mental ages were as high as these.

The Gifted Fifth Of 1959

Again in 1959, the Spitzer Study Skills test Form AM was administered on June 10, 11, and 12. Table X shows the distribution of percentile scores based on 9th grade norms.

TABLE X

Grade 5 of 1959, Tested June, 1959

Distribution of Percentile Scores using 9th Grade Norms

	Test 1	Test 2	Test 3	Test 4
90-9	3	2	4	4
80-9	1	4	3	2
70-9	1	4	3	7
60-9	2	2		3
50-9	5	4	3	
40-9	2	2	4	6
30-9	5	2	6	
20-9	4	7	3	4
10-9	2		1	1
0-9	4	2	2	2
N	29	29	29	29
Medians	39	53	46	65

If the medians of this group are compared with those of 1958, great differences will be noted. The reader should keep in mind that the 1958 test was given in July at the end of the summer term; whereas, Table X shows tests given at the beginning of the summer term. Note that the highest median of 65 was obtained on Test 4, *Sources of Information.* The range was wide from a percentile of 5 to one of 97. However, the range was equally wide on all of the other tests. This particular class was weakest in Test 1, *Using the Dictionary.*

The Gifted Fifth Of 1961

Again in 1961, the incoming fifth grade was tested on June 15, using Form AM. Also in this summer, a second test, Form BM, was administered toward the end of the term on July 6. Table XI shows the data for June 15; Table XII, for July 6.

TABLE XI

Grade 5 of 1961, Tested June 15, 1961

Distribution of Percentile Scores using 9th Grade Norms

	Test 1	Test 2	Test 3	Test 4	Test 5
90-9	7	8	5	10	3
80-9	2	1	4	3	6
70-9	4	12	7	8	2
60-9	6	3	4	3	1
50-9	1	2	1		3
40-9	3	1	5	2	1
30-9	4		3		3
20-9	2	3	1	3	1
10-9				1	4
0-9	1				6
N	30	30	30	30	30
Medians	66	75	71	77	50

On the initial test the record of this group shows the medians were higher than those of the class of 1959. It is difficult to explain the good scores of this class. As in previous years, it is interesting to note the wide range of ability on all of the tests.

Attention is especially called to Test 5, *Organization of Facts*. This test was not administered in 1959. Because of the nature of the test, it is not surprising to find the median of 50 is so much lower than the median on the other four tests.

In Table XII will be found the data on Form BM which was administered on July 6 at the end of the term. Comparison of the medians indicate that the greatest gains were made in Test 5, *Organization of Facts*, where the median jumped from 50 to 89. The second largest gain was made in Test 1, *Using the Dictionary*, where the median was raised from 66 to 91. No gain was made in Test 3, but moderate gains are apparent in Tests 2 and 4.

TABLE XII

Grade 5 of 1961, Tested July 6, 1961

Distribution of Percentile Scores using 9th Grade Norms

	Test 1	Test 2	Test 3	Test 4	Test 5
90-9	16	12	5	21	13
80-9	2	2	2	4	5
70-9	3	6	8	1	5
60-9	4	2	4	1	
50-9	1	2	3		1
40-9	1	1	3		3
30-9		2	2		
20-9					
10-9					
0-9					
N	27	27	27	27	27
Median	91	82	71	93	89

In conclusion, some might question the advisability of giving two forms of the same test as close together as we did in 1961. In the future, the program will be arranged so that the Spitzer Study Skills Test is given at the beginning of the fifth grade and at the end of the sixth grade.

Analysis Of Gains Of Individual Students

The administration of two forms made it possible to judge progress made by the students as a result of intensive instruction in study skills as well as experience in the library.

Some of the individual records are of interest. Student number 1 made fairly good gains, but notice student number 2. On Test 5, *Organization of Facts,* he jumped from a percentile of 2 to 94 which is truly remarkable progress. Glancing on down the other cases, we are impressed by the consistent gains on tests made by student number 6 who also made the largest gain on Test 5. He did decline on Test 3. Number 9 is another interesting case. He made striking gains on Tests 1, 2, and 4. Students 11, 12, 13, and 14 all made remarkable progress on Test 5, *Organization of Facts.* Note also the pattern of consistent improvement across the board in students 16 and 17.

TABLE XIII

Gains Made on Spitzer Study Skills Test

Student No.	Test 1	Test 2	Test 3	Test 4	Test 5
1		80-97	75-97		
2	75-97			70-95	2-94
3	65-97				
4	70-95		80-90	70-95	
5			65 80	25-60	18-56
6	80-80	75-80	75-60	40-90	5-71
7					1-82
8	30-65	20-90			33-96
9	50-90	60-97	70-70	25-95	
10			40-65		14-43
11					8-82
12					8-48
13					38-89
14					22-73
15					18-98
16	40-90	70-75	25-45	60-80	18-92
17	3-95	70-90	40-93	60-98	82-92

COOPERATIVE ENGLISH TEST

The Cooperative English Test used in the gifted fifth grade class was the same test normally given the college freshmen students. The scores were converted to percentiles using the Type III norms. This is the same conversion table used by Western Carolina College and many other colleges when this test is given to entering freshmen as part of the placement examinations. The distribution of percentile scores is as follows: ,

Percentile	Number Students	Percentile	Number Students
76-80	1	36-40	7
71-75	1	31-35	3
66-70	0	26-30	2
61-65	0	21-25	4
56-60	0	16-20	2
51-55	1	11-15	3
46-50	2	6-10	1
41-45	1	0-5	1
	N		29
	Median		33

If we take the median percentile score of 33 as a measure of the entire group, we find that they exceed thirty-three percent of the entering college freshman class in English.

PHYSICAL DEVELOPMENT OF THE GIFTED CHILD

Do gifted children exceed average children in physical development? The number of cases involved in this study does not warrant any broad generalizations, but the finding is extremely interesting. Mr. Bobby Setzer chose twelve boys from the gifted class, with an age range of ten to eleven years. He chose twelve other boys enrolled in the Summer Demonstration School at Western Carolina College. These boys also had an age range of ten to eleven years. The IQ's of the gifted group ranged from 150-190, and the IQ range of the control group was 90-110.

On the Kraus-Weber test for muscular fitness, the gifted children were superior to the normal students. Moreover, the gifted child is taller, weighs more, and has better nutritional status than the average child. In an interview, Mr. Dan Robinson, Director of the Swimming Program, stated: "The gifted child is above average in swimming skills, and seems to have courage on the diving board."

Informal interviews with the gifted children indicate that as a group they tend to dislike contact sports. Those who do like contact sports seem to hold football in high esteem. They are eager to participate in football games. As stated above, the sample involved here is small, but these research findings are in line with more extensive studies conducted heretofore.

A STUDY OF GIFTED CHILDREN AS SHORT STORY WRITERS

In 1958, Miss Elizabeth Brice undertook to study the creative writing ability of the gifted children. There is some doubt as to whether the Binet Intelligence Test is suitable for use in identifying children who give promise of creative writing ability. It was the purpose of this study (1) to develop screening devices for locating creative writing; (2) to set up criteria for judging creative ability in short story writing; (3) to determine the relationship between creative writing ability, as located by these criteria, and general intelligence. The five-year study conducted in Portland, Oregon, was the basis of the screening devices.

The screening devices used may be briefly described as follows: (1) rewriting simple sentences in vivid language; (2) changing a sentence to a paragraph; (3) writing a story from descriptive phrases; (4) writing an experience; (5) an imaginary conversation between two characters from fiction; and (6) developing an idea suggested by a movie, an outdoor drama, and a related field trip.

Since no standardized measure for evaluating aptitude for creative writing is available, the criteria used in this study were devised by Miss Brice. Emphasis has been placed on unusual expression and originality of ideas. The following elements were selected: (1) vivid language; (2) dramatic quality; (3) life-like characters; (4) figures of speech; (5) originality; (6) perception; (7) sensory impressions; (8) single situation; (9) time and place references; (10) interesting dialogue; and (11) logical arrangement. Most of these desirable elements in creative writing were found in the work of all of the children. The exceptions are figures of speech, noted in only seven cases, life-like characteristics, observed in eighteen cases, and originality, noted in nineteen instances out of twenty-nine.

The writing of this class shows that they are active and spontaneously alive. Spirit and freedom are evident in their writing. Unusual expression, originality, and picturesque language give a desirable freshness to their prose writing. Judged by the criteria used for evaluation, their class exercises, as a whole, showed marked creative writing talent. However, within the IQ range represented in this class (146-190), the IQ score did not affect the amount of creativity. The lowest score on the criteria occurred in the lowest range (146-150), but the highest score occurred in the next to the lowest range, i.e. 151-155. To determine the influence of intelligence on creativity, a comparative study should be made with a group of children of average intelligence.

THE CARROLL MODERN LANGUAGE APTITUDE TEST

This research study is incomplete but is reported here because it is a breakthrough in a new field. Up to the present, we have not had a Modern Language Aptitude test adapted for use in grades 3, 4, 5, and 6. Dr. John B. Carroll of Harvard University is developing such a test. The entire test requires 71 minutes to administer. Parts IV and V require tape recording and this is a very interesting feature of the test. As a matter of fact, the complete test may be given by tape recording.

These tests were administered in the Summer Laboratory School in 1960 by the following teachers:

Mrs. Mary Morrow—grade 3
Mrs. Mildred Martin and Mr. Frank Maturo—grade 4
Miss Lois Carver and Mrs. Mary Taylor—grade 5

In addition to the administration of the test, teachers were asked to rate their students in the following categories:

Ability to imitate foreign sounds

Aural Comprehension

Oral production

Overall rate of learning

Dr. Carroll is still in the process of standardizing the test; hence, as yet there are no norms. For that reason, it does not seem desirable to publish any of the data at this time.

APPENDIX A

ANNOUNCEMENT OF FIFTH GRADE CLASS FOR GIFTED CHILDREN

Time: **June 10 to July 13, 1962**

Place: **Summer Demonstration School, Western Carolina College, Cullowhee, North Carolina**

For Whom: **Intellectually gifted children enrolled in the fifth grade, 1961-62, who are:**

1. **high in academic aptitude as demonstrated by group and/or individual tests,**
2. **advanced at least two years educationally as demonstrated by standardized tests,**
3. **interested in and have an aptitude for science, literature, mathematics, or other fields that especially lend themselves to enrichment, and**
4. **at least average in social and emotional maturity.**
   Each child must be screened by an approved psychologist.

Program: **The class for gifted children will be a part of our regular summer demonstration school. The forenoon will be devoted to regular classwork, while the afternoon will be devoted to special educational, social, and recreational activities.**

Instructor: **Mrs. Rosalie Walsh, who has had specialized training and experience in the area of the gifted child and experience in the program at Western Carolina College. She is presently a teacher in the Enrichment Center at Daytona Beach, Florida.**

Credit: **The purpose of the class will be enrichment rather than acceleration. No credit will be allowed.**

Housing: **All children enrolled will be housed in a college dormitory under the supervision of competent, qualified personnel. Adequate medical services will be provided at our college infirmary.**

Costs: **Room, board, laundry, and fees—$122**
Tuition to be paid to Director of Summer Demonstration School —$75

How to Apply:

Step 1—The principal and fifth grade teacher will nominate a child to Dr. C. D. Killian, Director of the Guidance Clinic, Western Carolina College, Cullowhee, North Carolina, by furnishing the information called for on the enclosed form.

Step 2—The parent will be notified of this nomination.

Step 3—The parent will have the child screened by an approved psychologist. The Guidance Clinic of Western Carolina College will do this screening for a nominal fee of $15. It is recommended that candidates who live in Western North Carolina be screened by this agency.

Step 4—The results of this screening will be forwarded to Dr. Killian, who, together with a committee, will make the final selections.

APPENDIX B

WESTERN CAROLINA COLLEGE

Cullowhee, North Carolina

Guide Sheet for Identifying Gifted Fifth Grade Students

Name of student______________________ Date__________

Address of student______________________________

Birthdate__________ School__________________

Address of school______________________________

Nominated by teacher__________ Principal__________

Group Intelligence Test: Name__________ I.Q.____ Date______

Name of achievement test given in this grade__________ Date____

Enter grade equivalents. Norm____ Word Knowledge____ Reading____

Spelling___ Lang.___ Lang. Study Skills____ Arith. Computation____

Arith. Prob.____ Soc. St. Info.____ Soc. St. Skills____ *Average*____

Average mark: Grade 1______ 2______ 3______ 4______ 5______

Social adjustment: Excellent_____ Good_____ Fair_____ Poor_____

Physical and emotional defects ______________________

If the student has had individual intelligence tests, record I.Q. on line below:

I. Q.: Binet___ Wechsler Verbal___ Performance___ Examiner______

Date__________

What are the child's interests and activities in areas such as art, dramatics, music, and leadership? ______________________

____

____

Briefly describe his personality ______________________

____

Have any special plans been made to provide for this student? ________

____

If parents are financially unable to pay the bill, could you raise a scholarship locally for this student?________

Father's Name______________ Occupation______________

Mother's Name______________ Occupation______________

Economic Status (underline): Wealthy, Comfortable, Moderate, Poor, Dependent

---

Please return this form to Dr. C. D. Killian, Box 37, Cullowhee, N. C.

APPENDIX C

HOME INFORMATION REPORT

Student's name ____________________

Age_____ _____ Date of birth__________ Place of birth__________
Years Months

Father's age__________ Mother's age__________

Father's nationality__________ Mother's__________

Parents are (check one). Living together____ Separated____ Divorced____
Dead __________ __________
Father Mother

Put a ring around the last school grade attended by:
Father: Grades 1 2 3 4 5 6 7 8 High School 1 2 3 4 College 1 2 3 4 5
Mother: Grades 1 2 3 4 5 6 7 8 High School 1 2 3 4 College 1 2 3 4 5

Father's special interest ____________________

Mother's special interest ____________________

Names and ages of other children: ____________________
____
____

Language spoken in home ____________________

Which schools has the child attended? (Add number of years after each school) ____________________
____
____

Does the child have any particular learning difficulty? __________

How often has the child failed in school? __________

Has the child skipped a grade? __________

What are the child's special abilities? __________
____

What are your plans for the child's future? __________
____

When did the child begin to walk? __________

When did he begin to talk? __________

Has the child had any speech troubles? __________
____

Which hand did the child use first? ____ ____ ____ Now? ____ ____ ____
Right Left Both Right Left Both

Did anyone change the use of his hand? __________

When does the child go to bed? __________ Get up? __________

What does he do with his free time? __________
____

Does the child like to read? __________ Does he read at home? __________

Do the parents spend much time with the child? __________

With whom does he like to spend his time? (Check one)
Children his own age_____ Younger children_____ Older children_____
Parents__________ Other adults__________ Nobody__________

Which newspapers are in the home? __________

Magazines? __________

How many books? __________

Economic status (underline): Wealthy, comfortable, moderate, poor, dependent

General health of child (underline): good, fair, poor

List of child's sicknesses: __________
____

Operations: __________
____

Accidents: __________

Comments: __________
____
____
____

APPENDIX D

ANNOUNCEMENT—COLLEGE LEVEL COURSES FOR SUPERIOR TENTH, ELEVENTH, AND TWELFTH GRADE STUDENTS

Western Carolina College, Cullowhee, North Carolina

July 15 to August 17, 1962

We are happy to announce that we shall again have *college* level classes open to academically talented tenth, eleventh, and twelfth grade students, who are

1. **high in academic aptitude, as demonstrated by group and/or individual tests,**
2. **high in academic achievement, as evidenced by marks and/or standard tests,**
3. **at least average in social and emotional maturity.**

Courses and specific requirements are as follows:

1. **English—aptitude test**
2. **World Civilization—aptitude test**
3. **Modern Algebra—two years of algebra and a Mathematics Aptitude Test**
4. **Chemistry—one year of chemistry and a Chemistry Aptitude Test**

Program: **The mornings will be devoted to formal class work; the afternoons to guidance activities, field trips, and recreational activities; the evenings to supervised study and recreational activities.**

Instructors: **Dr. Mabel Crum, Head, Department of English; Mr. H. L. Bell, Instructor, Department of Social Science; Mr. Dan Wells, Assistant Professor of Mathematics; and Mr. Bernard Toan, who has had five years experience teaching College level Chemistry classes to superior high school students.**

Credit: **Western Carolina College will allow five quarter hours college credit for those passing the course.**

Housing: **All students will be housed in college dormitories under proper supervision and counselling.**

Costs: **Room, board, laundry, medical fees, and tuition . . . . approximately $197.00.**

How to Apply:

Step 1. The principal, after conferring with the parents, will nominate a student to Dr. C. D. Killian, Director, Gifted Child Program, Western Carolina College, Cullowhee, North Carolina.

Step 2. An Aptitude Test will be sent to the school. After administration, it will be returned to Dr. Killian for scoring.

Step 3. Dr. Killian, together with a committee, will make the final selections. Students having the highest over-all standing on the basis of the criteria indicated above will be selected.

Note: **Students will not be allowed to bring cars.**

APPENDIX E

Screening Data for College Level Classes in Chemistry English, Modern Algebra, and World Civilization

Subject________________ Grade________ Name______________________

Address of Student____

Birthdate__________ School_________________________ Date__________

In scholastic achievement, this student ranks as follows:

	Top	9th	8th	7th	6th	5th	4th	3rd	2nd	Bottom
				tenth of his class						
General Scholarship										
Chemistry										
English										
Mathematics										
Social Studies										

On (date)________ when he was in the _____grade, he took the__________ Achievement Test and made the following percentile scores: Reading ________ Vocabulary________ Arithmetic Fundamentals________ Science ________ Spelling________ Average_______________ (give results of last test taken)

Group IQ Name of test____________________ IQ_______ Date__________

Name of test____________________ IQ_______ Date__________

Name of test____________________ IQ_______ Date__________

Social Adjustment: Excellent______ Good______ Fair______ Poor______

Emotional and Physical Defects__________________________________

Has this student been evaluated by a psychologist?________ If so, will you send us a copy of the report?____________________ Has this student been through a vocational advisement by your school counselor?________ If so, will you send us a report? ________________________________

PERSONAL DATA

Father's Name (if deceased, Mother's Name) _______________________

Occupation _________________________ Education_____________________

Economic Status (underline): Wealthy, Comfortable, Moderate, Poor, Dependent

If parents are financially unable to pay the bill, can you raise a scholarship locally for this student? ____________________________________

Student's hobbies, interests, etc.____________________________________

Please list the courses the student has had in the subject field for which he is applying____

We believe that the above named student is qualified for admission to the proposed College Class (Chemistry, English, Modern Algebra, World Civilization), and we therefore recommend that he be considered for admission. (*underline one*)

Teacher_____________________________ Counselor___________________________

Principal ____

APPENDIX F

FOLLOW-UP INFORMATION REQUESTED FROM PRESENT TEACHER OF A GIFTED STUDENT WHO ATTENDED A SPECIAL SUMMER CLASS AT CULLOWHEE

Your responses on this questionnaire will be *confidential*. In order that we may better evaluate our Superior and Gifted Student Program, please fill in the requested information and return this blank to: Miss Anne Cowan, Research Associate, Western Carolina College, Cullowhee, N. C.

Student's Full Name________________________________ Date____________
(last) (first) (middle)

Student's Age________ Teacher's Name______________________________

Class or Classes attended at Cullowhee:

Class ________________________________ Year____________

Class ________________________________ Year____________

Class ________________________________ Year____________

Class ________________________________ Year____________

Grade in School__________ Name of School______________________

School Address ____

Principal ____

1. **Are the students in your school grouped in any special way? Yes_____ No_____ If so, describe______________________________________ ____**
2. **How would you describe the attitude of this student toward his classmates this year? ______________________________**
3. **Has anyone in your school planned enrichment for this student in the learning activities? Yes_____ No_____ Who? ______________ Describe ____ ____**
4. **Do the parents provide enrichment activities? Yes_____ No_____ Do not know_____ If so, what?________________________________**
5. **Is the student participating in any enrichment activities outside of school? Yes_____ No_____ Comment___________________________ ____**
6. **If you have kept anecdotal records, please give one or more examples of behavior. ____ ____ ____**
7. **His reading interests are strong in what areas? _______________ ____**
8. **What are his strongest recreational interests as an individual? _____ ____ as a member of a group? ________________________________**
9. **What are his strong interests in school work? _______________ ____**
10. **In what areas should he be encouraged to read? ______________ ____**
11. **In what areas should he be encouraged:**
    - **a. School subjects in which he is not working up to capacity? _____ ____**
    - **b. School subjects in which he reveals talent? ________________ ____**
    - **c. Extra-curricular activities? _____________________________ ____**

12. Other suggestions and recommendations concerning this student's future. ____________________

____

____

13. How do you feel about having a highly gifted student in your class who has had the advantages of being in a special class? ____________________

____

14. Please check one column for each characteristic which, in your opinion, describes the pupil:

	YES	NO	UNCERTAIN
acceptable manners			
leadership ability			
a good leader			
a good citizen			
dependable			
follows a job through			
shows initiative			
participates in class discussion			
accepts responsibility			
self-disciplined			
works to potential			
has good study habits			
a good conversationalist			
athletically inclined			
well-adjusted socially			
well-adjusted emotionally			
neat appearance			
well-rounded personality			
nervous			
shy			
withdrawn			
perfectionist			
bookworm			
small for age			
large for age			
quiet			
apathetic			
happy			
wins friends easily			
follows instructions carefully			
takes criticism well			
likes school			
superior attitude			
spoiled			
selfish			
lacks ambition			

15. Additional Remarks: ____________________

____

____

____

____

____

____

____

____

____

Signed____________________

APPENDIX G

INFORMATION REQUESTED FROM STUDENT WHO ATTENDED THE 1961 GIFTED CLASS AT CULLOWHEE

Your responses on this questionnaire will be *confidential*. In order that we may better evaluate last summer's program, please fill in the requested information and return this blank to: Miss Anne Cowan, Research Associate, Western Carolina College, Cullowhee, North Carolina.

Student's Full Name________________________ **Date**__________
(last) (first) (middle)

Class or Classes attended at Cullowhee:

Class ________________________ **Year**__________

Class ________________________ **Year**__________

Name of Parents ________________________

Complete Home Address ________________________

____

Age_____ **Grade**_______ **Name of School** ________________

1. **What classroom activity at Cullowhee did you like *best*?** __________ ________________________ **Why?** __________ ________________________

2. **What classroom activity at Cullowhee did you like *least*?**__________ ________________________ **Why?** __________ ________________________

3. **What did you learn that has been of greatest value to you?**__________ ________________________ ________________________

4. **In what ways have your experiences at Cullowhee helped you in your school work this year?**__________ ________________________ ________________________

5. **What did you enjoy most about your experience in the dormitory?** ________________________

6. **Have you kept in touch by correspondence with any of the friends you made at Cullowhee? Yes**_____ **No**_____ **Who?**__________ ________________________

7. **Did you start any projects at Cullowhee last summer? Yes**____ **No**____ **What were they?** ________________________

8. **Have you continued the projects? Yes**____ **No**____ **If not, why?** ______ ________________________ ________________________

9. Did the work last summer help you to learn new study skills or to improve your study skills? Yes_____ No_____ Comment__________

____

10. What books have you read in connection with last summer's work?

____

____

11. What do you like *best* about your school work this year?__________

____

Why? ____

12. Name three books that you have read this year which have been of special interest to you: ______________________

____

____

13. List three articles you have read this year which have been of special interest to you: ______________________

____

____

14. How do you spend your free time? ____________________

____

15. Do you have special responsibilities at home? Yes_____ No_____

What are they? ______________________________

16. Do you prefer to be with people younger, older, or the same age as yourself? ______________________________

17. Have you decided on the vocation you plan to enter? Yes____ No____

If so, what occupation? ________________________

18. Do you have any suggestions for improving the program at Cullowhee?

Studies ______________________________________

____

Recreation ____________________________________

____

Other ____

____

Additional Remarks: ____________________________

____

____

____

____

____

Signature______________________

APPENDIX H

FOLLOW-UP INFORMATION REQUESTED
FROM
PARENTS OF THE 1961 GIFTED STUDENTS

Your responses on this questionnaire will be *confidential*. In order that we may better evaluate last summer's program, please fill in the requested information and return this blank to: Miss Anne Cowan, Research Associate, Western Carolina College, Cullowhee, North Carolina.

Student's Full Name ______________________________ **Date** ____________
(last) (first) (middle)
Class or Classes attended at Cullowhee ____________________
Full Name of Parent or Parents ____________________
Complete Home Address ____________________
____
Age _____ **Grade in School** _____ **School** ____________________
School Address ____________________
Principal ____________________
Father's Occupation ____________________
Business Address ____________________
Mother's Occupation ____________________
Business Address ____________________

1. **Has the student ever been accelerated?** __________ **If so, what grades were skipped?** ____________________
2. **Give examples, if possible, of significant learnings while at Cullowhee in the following areas:**
   Subject matter ____________________
   ____
   Study skills ____________________
   ____
   Personal habits ____________________
   ____
   Attitude toward work ____________________
   ____
3. **Has student shown any improvement this year in previously weak subjects?** _____ **Which ones?** ____________________
4. **Has the student's interest in school changed this year?** ____________
   Is the interest greater? _______ **about the same?** _______ **less?** _______
5. **Has the student's interest in studying at home changed this year?** ____
   Is the interest greater? _______ **about the same?** _______ **less?** _______
6. **Has there been any change in student's study habits at home?**

	YES	NO
6. Has there been any change in student's study habits at home?	_______	_______
Dos he use work place for study only?	_______	_______
Does he have a definite time for study and does he stick to it?	_______	_______
Has he increased the length of time he spends studying?	_______	_______
Is he willing to spend enough time to master the assignment?	_______	_______
Does he do one job at a time?	_______	_______
Does he use a dictionary and reference books when needed?	_______	_______
Does he wait until the last minute to study for an examination?	_______	_______

7. **Has the student initiated any new activities at home? Yes** ____ **No** ____
   Describe ____________________
   ____
8. **Check the areas in which the student's life was most enriched while at Cullowhee: Mental** _____ **Social** _____ **Physical** _____ **Emotional** _____
   Other ____________________

9. **Please comment on the benefits the student gained from the following extracurricular activities (so far as you can judge from his remarks):**

Camping ____________________

Field trips ____________________

Concerts and other assemblies ____________________

10. **What enrichment opportunities are you trying to give him at the present time: Art?_____ Instrumental music?_____ Vocal music_____ Dancing?_____ Other? __________**
11. **Has his being selected for a special class at Cullowhee had any effect on his association with Classmates?________ Friends?________**
12. **Upon his return home, did the student readily fit in with members of his immediate "gang" and resume his place in the group?________**
13. **Do you think that he is well-adjusted socially? Yes_____ No_____ Is he adjusted better than last year?_______ about the same as last year?_______ not as well as last year?_______ Comment________**
14. **Do you think that he is well-adjusted emotionally? Yes_____ No_____**
15. **Is student's general health excellent?_____ good?_____ fair?_____ poor?_____ Comment __________**
16. **Did he gain a sense of responsibility by being away from home? Yes_____ No_____ Is he more "on his own" after being at Cullowhee? Yes_____ No_____ about the same?________**
17. **Is the student taking a more active leadership role in any of the following? in class?_____ at play?_____ in church?_____ in clubs? _____ other activities? __________**
18. **Do you think he realizes his capabilities for service to society? Yes_____ No_____ Does he accept the responsibilities expected of him?**
19. **Should the public schools, in your opinion, try to provide more opportunities for gifted students in: special classes?_______ enrichment classes?_______ other? __________**
20. **What do you think is the best feature of the work at Cullowhee?**
21. **What suggestions do you have for improvements in the program at Cullowhee?**

General ____________________

Class Work ____________________

Recreation ____________________

Study Periods ____________________

22. **Do you think the student should have more free time at Cullowhee in order to pursue individual interests? Yes_____ No_____ Comment __________**

Additional Remarks **concerning student and program:** ____________________

Signature____________________
(Parent or Guardian)

APPENDIX I

INFORMATION REQUESTED FROM A STUDENT WHO ATTENDED A COLLEGE-LEVEL COURSE IN 1961 AT WESTERN CAROLINA COLLEGE

Your responses on this questionnaire will be *confidential.* In order that we may better evaluate last summer's program, please fill in the requested information and return this blank to: Miss Anne Cowan, Research Associate, Western Carolina College, Cullowhee, North Carolina.

Name ______________________________ **Date**__________
(last) (first) (middle)

Class attended at Cullowhee ______________________________

Parent or Guardian ______________________________

Complete Home Address ______________________________

____

Age_____ **Grade or Class**_____ **School or College**__________________

School or College Address ______________________________

Father's Occupation ______________________________

Business Address ______________________________

Mother's Occupation ______________________________

Business Address ______________________________

1. **What part of the classroom or laboratory activities did you like *best*?**

   ____

   ____

   ***least*?** ______________________________

   ____

2. **What did you learn that has been of greatest value to you?**__________

   ____

3. **In what ways have your Cullowhee experiences helped you in your school work this year?** ______________________________

   ____

   ____

4. **Was the course challenging?** ______________________________

5. **What do you like *best* about your school work this year?** __________

   ____

   ____

6. **Did the work last summer help you to learn new study skills or to improve your study skills? Yes_____ No_____ Comment**__________

   ____

7. Do you like to study? Yes_____ No_____ Why?____________________

____

8. Is it considered an honor among your friends to do outstanding work in school subjects? Yes_____ No_____ Comment____________________

____

9. Name three books or magazine articles you have read this year which have been of special interest to you. ____________________

____

____

10. List offices or honors you hold this year in your school or community:

____

____

11. What did you enjoy most about your experiences in the dormitory?

____

____

12. Have you kept in touch by correspondence with any of the friends you made at Cullowhee? Yes_____ No_____ Who?____________________

____

13. Did you start any projects last summer? Yes_____ No_____ What were they? ____________________

Have you continued any of the projects? Yes_____ No_____ Comment

____

14. What vocation do you plan to enter? ____________________

____

15. What college do you plan to attend? ____________________

16. Have you been helped this year by the testing and guidance program conducted last summer?________ In what way? ____________________

____

____

17. What aspects of the total summer program did you like *best*? ______

____

____

least? ____________________

18. Do you have any suggestions for improving the program at Cullowhee? Yes_____ No_____ What? ____________________

____

19. We plan to have some college-level courses in 1962 for Superior High School Students. Would you be interested in returning for another course?________ What course would you like to study? ______________

APPENDIX J

FOLLOW-UP INFORMATION REQUESTED FROM PRESENT TEACHER OF A SUPERIOR STUDENT WHO ATTENDED A SPECIAL SUMMER CLASS AT CULLOWHEE

Your responses on this questionnaire will be *confidential*. In order that we may better evaluate our Superior and Gifted Student Program, please fill in the requested information and return this blank to: Miss Anne Cowan, Research Associate, Western Carolina College, Cullowhee, North Carolina.

Student's Full Name______________________________ **Date**__________
(last) (first) (middle)

Student's Age_____ **Teacher's Name** ____________________________

Class or Classes attended at Cullowhee:

Class ______________________________ **Year** __________________

Class ______________________________ **Year** __________________

Class ______________________________ **Year** __________________

Class ______________________________ **Year** __________________

Grade in School__________ **Name of School**__________________________

School Address ____

Principal ____

1. Are students in your school grouped in any special way? Yes___ No___

If so, describe ____

2. Is this student a member of any special class? ____________________

3. Is student's general health excellent?_____ good?_____ fair?_____ poor?_____ Comment ____

4. Is student *socially* well adjusted? Yes_____ No_____ Comment______

____

5. Is student *emotionally* well adjusted? Yes_____ No_____ Comment___

____

6. Has anyone in your school planned enrichment in the learning activities for this student? Yes_____ No_____ Who? ____________________

Describe ____

7. If you have kept anecdotal records, please give one or more examples of behavior. ____

____

____

____

8. What are his strong interests in school work? ______________________

____

9. In what areas should student be encouraged:

a. School subjects in which he is not working up to capacity? ______

____

b. School subjects in which he reveals talent? ______________

____

c. Extra-curricular activities? ______________________

____

____

____

10. What is the student's attitude toward college plans? ____________

____

11. Please state any suggestions or recommendations concerning this student's future. ______________________________

____

____

____

____

____

12. Additional remarks:

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

Class in which you teach student______________________

Signature______________________

APPENDIX K

APPROVED PSYCHOLOGISTS*

Banham, Katharine M., Associate Professor, Duke University, Durham, North Carolina.

Barringer, B. E., Cumberland County Medical Hygiene Clinic, Fayetteville, North Carolina.

Bixler, Dr. Harold H., Professor of Education, Western Carolina College, Cullowhee, North Carolina.

Bordeaux, Elizabeth A., Goldsboro City Schools Psychologist, Goldsboro, North Carolina.

Borstelman, Dr. Lloyd, Durham Child Guidance Clinic, Durham, North Carolina.

Burgess, Dr. Elva, Hawthorne Medical Center, 225 Hawthorne Lane, Charlotte 4, North Carolina.

Caston, Dr. W. Frank, Director, Psychology Department, The Caswell Training School, Kinston, North Carolina.

Cohen, Allen R., Consulting Psychologist, Education for Exceptional Children, Department of Public Instruction, Raleigh, North Carolina.

Corter, Harold M., Department of Psychology, North Carolina State College, Raleigh, North Carolina.

Crisp, Helen, School Psychologist, Raleigh Public Schools, Raleigh, North Carolina.

Gehman, Ila H., Staff Psychologist, The Durham Child Guidance Clinic, 2212 Erwin Road, Durham, North Carolina.

Grassi, Dr. Joseph R., Director, Psychology, Reading and Speech Center, Bowman Gray School of Medicine, Winston-Salem, North Carolina.

Heptinstall, Mildred A., Asheboro City Schools, Asheboro, North Carolina.

Hornaday, John A., Greensboro College, Greensboro, North Carolina.

Jordan, Dr. A. M., 401 Pittsboro Street, Chapel Hill, North Carolina.

Killian, Dr. C. D., Head, Department of Psychology and Education, Western Carolina College, Cullowhee, North Carolina.

Kirkham, Sandra (Miss), Graylyn Children's Center, Bowman Gray School of Medicine, Robin Hood Road, Winston-Salem, North Carolina.

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* Names of psychologists, particularly those out of the state, who have tested only one child are not included in this list.

Ostwalt, Dr. Jay H., Associate Professor of Education, Davidson College, Davidson, North Carolina.

MacBrayer, Dr. Caroline T., 641 East Center Avenue, Mooresville, North Carolina.

McAndrew, Dr. Helton, Clinical Psychologist, 1105 North Gregson, Durham, North Carolina (Clinics in Roanoke Rapids and Wilmington.)

Nale, Dr. Stanley, Clinical Psychologist, Route 1, Blue Ridge Road, Black Mountain, North Carolina.

Nelson, Dr. Mary Ellen, Coordinator, Gaston Center for Handicapped Children, Inc., Box 607, Gastonia, North Carolina.

Nichols, Captain Robert S., Clinical Psychologist, Fort Bragg Womack Hospital, Fort Bragg, North Carolina.

Ostwalt, Dr. Jay H., Director of Student Counseling Office, Davidson College, Davidson, North Carolina.

Patterson, G. R., Department of Education and Psychology, Lenoir Rhyne College, Hickory, North Carolina.

Redding, Mrs. Emily, Asheboro, North Carolina.

Rosser, Neill A., School of Education, University of North Carolina, Chapel Hill, North Carolina.

Rose, Dr. Ervin, Box 4B, East Carolina College, Greenville, North Carolina.

Scott, Dr. Frank A., Director of Testing and the Child Study Center, East Carolina College, Greenville, North Carolina.

Smith, W. F., Department of Psychology, Appalachian State Teachers College, Boone, North Carolina.

Sorkep, Dr. Herman, Parkway Office Building, 174 Woodfit Street, Suite 208, Asheville, North Carolina.

Ullman, Dr. Herman, Department of Psychology, Lenoir Rhyne College, Hickory, North Carolina.

Weitz, Henry, Director, Bureau of Testing and Guidance, Duke University, Durham, North Carolina.

Whitley, Sterling, Director of Testing and Guidance, Pfeiffer College, Misenheimer, North Carolina.

Woodward, Mrs. Mildred, University Testing Service, University of North Carolina, Chapel Hill, North Carolina.

APPENDIX L

FELLOWSHIP TEACHERS, SUMMER OF 1959

Eva M. Bates
Elizabeth Beamon
Elizabeth Brice
Lena Briggs
Douglas Carter
Rhonda Dunlap
Carolyn Frink
La Monna Gattis
Sara Goforth
Virginia Goudelock
Andrew P. Haywood
Susie Johnston
Nora Kemp

Mildred H. Martin
Griffith Miller
Mary Palmer
Mary Agnes Poole
Lillian G. Robinson
John Q. Sanders
Ollie Mae Stone
Hazel B. Suttles
Ray Vollrath
Virginia Vollrath
Katherine Siler Zachary
Minor Wilson
Mildred Wulff

FELLOWSHIP TEACHERS, SUMMER OF 1960

Deck W. Andrews
Lucille F. Aycock
Clara C. Babb
Mrs. Ferne Young Bishop
Mrs. Ethel Park Broome
H. S. Broome
Mrs. Robie M. Carmack
Eva M. Clark
Mrs. E. Martin Cross
Mrs. Elizabeth W. Ellett
Mrs. Mae Morton Freeman
Ottis C. Freeman
Mary Lee Gray
Bobby H. Greene
Mrs. Annie C. Hawkins
James Hawkins

Kate L. Helms
Gladys Henries
Mrs. Edith Isaacs
Lula Jenkins
Alva S. Knott
Freddy Leger
Mary Ann Leslie
Mrs. Louvenia Martin
Mrs. Lena Mayberry
William V. Mayberry
Mrs. Jane Meekins
Janie Morrison
Ted Mullen
Roy Lee Myers
Mrs. Anna B. Peele
Jack Pitman

Mrs. Annette P. Plyler
Mrs. Helen James Presson
Gwen Ray
Mrs. Jean Schill
John J. Scott
Norma Louise Sellars
Mrs. Olga E. Skokan
Thomas L. Strickland
Betty Joan Thomas
Sarah Ellen Tolen
Anne Elizabeth Warren
Mrs. Agnes Pugh Weant
Mrs. Mamie Perry Wells
Mrs. Maude T. Williams

FELLOWSHIP TEACHERS, SUMMER OF 1961

Frances W. Boddie
Mae Brock
Dorothy Lothrop Brown
Mrs. Alice Burch
Mazelene Carter
Oliven T. Cowan
Eloise Dannenbarger
Mary Gordon Elliott
Charles Farrell
Mae Freeman Fortner
Ruth Gilbert
Peggy Rudisill Gray
Jackie W. Guthrie
Grady J. Haynes

Bernice B. Hollifield
Ruth Hornaday
Josephine Hough
Lena B. Ladu
Ray L. Laffon
Pearl K. LeVar
Sara C. Lindsay
Tillery T. Love
Lucille H. Lyon
J. Bernard McArthur
Ethel Mae McDonald
Carolyn M. Padgett
Charlotte Price
Sara Beth Purvis

Barbara Gail Rolen
Pratt Scroggs
Elouise H. Settle
Ruth T. Sigmon
Blanche Smith
Edrie Mae Smith
Ethel Stewart
Katharine Kinard Strozier
Joyce A. Stuart
Betty Jane Sullivan
Ernest Robert Sutton
Mrs. Hattie M. Thompson
Mrs. Rosalie Walsh

ENGLISH WORKSHOP, SUMMER OF 1961

Selma R. Bamford
Mrs. Rachel Biggers
Mrs. Mildred B. Blackwell
Leonora Broughton
Burnett Brown
Annie J. Burley
Edith L. Casey
Mary Elizabeth Cashwell
Nancy Coward
Mrs. James E. Fox
Margaret Glover
Wilma Godwin
Martha Hemphill
Marguerite J. Lowry
Clara W. Loving
Pearl B. Madison
Sarah Martin
Gladys W. McMahan
Antoinette M. Moore
Mrs. Theresa Taylor Peiffer
Flora B. Roberson
Ella Mae Starling
Mrs. Joyce S. Stretcher
Ruth L. Thomas
Dorothy B. Weaver
Mrs. R. K. Webster
Mrs. Henric Wheeless
Wade W. Worley

SOCIAL STUDIES WORKSHOP, SUMMER OF 1961

Carlton Adams
Rupert Bryan
Royce Burnette
Carol I. Dean
Mary Ethridge
Cyrus Gurganus
James H. Hefner
Mrs. Rebecca Hester
William D. Kindley
Grace McBryde
Orville Middleton
Mrs. Mary M. Murphy
Mary Parker
George Reynolds
Jean Rufty
Raymond Siewert
Nell E. Stinson
Mrs. Irma Worthington

APPENDIX M

ACKNOWLEDGEMENT OF GRANTS FROM FOUNDATIONS, PROFESSIONAL SOCIETIES, CIVIC GROUPS AND INDIVIDUALS

Foundations

This program would not have been possible had it not been for financial assistance from many different sources. At the beginning of the program, a foundation which prefers to be anonymous gave the college a substantial grant. In 1960, 1961 and again for 1962, The Mary Reynolds Babcock Foundation made substantial grants. The Z. Smith Reynolds Foundation also contributed substantially in 1961 and 1962. The money from the Foundation grants just named supported many aspects of the program such as fellowships for teachers and students as well as research studies.

Members Of The American Chemical Society

The Central North Carolina branch of the American Chemical Society has also been interested in providing scholarships for students in the Chemistry class. Initially Dr. Luther B. Arnold of the Vikon Chemical Corporation served as the chairman of the committee. Through his efforts, scholarship funds were obtained from Burlington Industries Foundation, Glen Raven Cotton Mills Corporation, Kayser-Roth Corporation, R. J. Reynolds Tobacco Company, J. P. Stevens & Company, Inc., and Vikon Chemical Company. Personal contributions were also made by Mr. Sidney M. Cone, representing the Cone Mills Corporation. Representatives of these companies have shown great interest in the content of the courses as well as in the individual students from their respective communities.

Civic Groups

Civic groups, such as the Sylva Rotary Club and the Junior Chamber of Commerce, have also made contributions. In various cities and counties of the State, principals turned to local civic clubs for part-time scholarships for students requiring such financial help.

Individuals

We also wish to acknowledge contributions of many individuals in the form of scholarship aid.

APPENDIX N

SCHEDULE OF COLLEGE LEVEL CLASSES
FOR
SUPERIOR HIGH SCHOOL STUDENTS

July 16—August 18, 1961

Instructors:
Mr. Bernard Toan—Chem. 151—S-262
Dr. Mabel Crum—Eng. 151—S-113
Dr. D. C. Sossomon—Hist. 151—S-334
Mr. Dan B. Wells—Math. 154—S-338
Dr. Virgil A. Warren—Span. 151—S-349

Academic Counselors:
Mrs. Mysa Matthews—General Chemistry
Miss Carolyn Dean—English Composition
Miss Carol I. Dean—World Civilization
Mr. Charles Burrell—Modern Algebra

Dormitory Counselors:

Girls	*Boys*
Miss Jessie Duncan	Mr. Gurney Chambers
Miss Bernice Lane	Mr. Jerry Hawkins
Mrs. Jean Pryor	Mr. Charlie Koontz
Mrs. Wayes Stapor	Mr. Harris Pryor

Daily Schedule

Sunday, July 16, 1961

1. Students arrive on campus
2. Assigned rooms by the Dormitory Counselors
3. Meeting with Dormitory Counselors—explanation of:
   (a) Rules and regulations
   (b) Schedule of activities
4. Dinner—5:30 p.m.
5. Church services and/or Student Union
6. Lights out—11:00 p.m.

Monday, July 17, 1961

7:15 a.m.	Breakfast
8:00 a.m.	*Placement Tests* — Stillwell Building (see room assignment under Instructors)
	8:00 a.m. Reading
	9:00 a.m. Grammar
	10:00 a.m. Effectiveness
	11:00 a.m. Mathematics
12:15 p.m.	Lunch
1:30 p.m.	Psychological Examination
3:30 p.m.	Registration in your classroom
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15 p.m.	Meeting with Academic and Dormitory Counselors in the parlor of your dormitory.
11:00 p.m.	Lights out

Tuesday July 18, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes begin—report to same classroom as before
12:15 p.m.	Lunch

1:30 p.m.	Meeting of all five classes in the Little Theatre of Stillwell Building
2:30 p.m.	Meeting with Guidance Counselors in your classroom. During this meeting a representative from the Registrar's Office and Bursar's Office will come by your classroom to issue class cards and collect fees (2:30—4:30 p.m.)
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:00 p.m.	Movie—"The Perfect Furlough" (Hoey Auditorium, Adm. 25¢) or Supervised Study
10:00 p.m.	Study for those that went to the movie
11:00 p.m.	Lights out

Wednesday, July 19, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling (report to your classroom)
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Thursday, July 20, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity and/or movie at the Gallery
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Friday, July 21, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Saturday, July 22, 1961

8:00 a.m.	Breakfast
9:00— 4:00 p.m.	Campsite Picnic (For group D only)
9:00—12:00 noon	Free time for groups A, B and C
12:00 noon	Lunch
1:00— 5:00 p.m.	Free time
5:30 p.m.	Dinner
6:30—12:00 Midnight	Trip to Cherokee (For group A only)
6:30—12:00 Midnight	Free time for groups B, C and D
12:00 Midnight	Lights out

Sunday, July 23, 1961

8:00 a.m.	Breakfast
9:00— 4:00 p.m.	Trip to Highlands (For group B only)
10:00 a.m.	Sunday School of your choice
11:00 a.m.	Church Services of your choice
12:00 noon	Lunch
1:00— 5:00 p.m.	Free time
5:30 p.m.	Dinner
6:30—11:00 p.m.	Free time
11:00 p.m.	Lights out

Monday, July 24, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Tuesday, July 25, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
9:30— 5:00 p.m.	Trip to Asheville for Modern Algebra Class (Weather Records Center)
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:00 p.m.	Movie—"From The Terrace" and/or Supervised Study
10:00 p.m.	Study for those that went to the movie
11:00 p.m.	Lights out

Wednesday, July 26, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Thursday, July 27, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:15 p.m.	Trip to Sylva for Chemistry Class (Mead Corporation)
1:30 p.m.	All other classes report for Guidance and Counseling
3:00— 5:00 p.m.	Organized activity and/or movie at the Gallery
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Friday, July 28, 1961

7:15 a.m.	**Breakfast**
8:05 a.m.	**Classes**
12:15 p.m.	**Lunch**
1:30 p.m.	**Guidance and Counseling**
3:00— 5:00 p.m.	**Organized activity**
5:30 p.m.	**Dinner**
6:30 p.m.	**Recreation and relaxation**
8:15—10:15 p.m.	**Supervised study**
11:00 p.m.	**Lights out**

Saturday, July 29, 1961

8:00 a.m.	**Breakfast**
9:00— 4:00 p.m.	**Campsite Picnic (For group B only)**
9:00—12:00 noon	**Free time for groups A, C and D**
12:00 noon	**Lunch**
1:00— 5:00 p.m.	**Free time**
5:30 p.m.	**Dinner**
6:30—12:00 Midnight	**Trip to Cherokee (For group C only)**
6:30—12:00 Midnight	**Free time for groups A, B and D**
12:00 Midnight	**Lights out**

Sunday, July 30, 1961

8:00 a.m.	**Breakfast**
9:00— 4:00 p.m.	**Trip to Highlands (for group D only)**
10:00 a.m.	**Sunday School of your choice**
11:00 a.m.	**Church Services of your choice**
12:00 noon	**Lunch**
1:00— 5:00 p.m.	**Free time**
5:30 p.m.	**Dinner**
6:30—11:00 p.m.	**Free time**
11:00 p.m.	**Lights out**

Monday, July 31, 1961

7:15 a.m.	**Breakfast**
8:05 a.m.	**Classes**
12:15 p.m.	**Lunch**
1:30 p.m.	**Guidance and Counseling**
3:00— 5:00 p.m.	**Organized activity**
5:30 p.m.	**Dinner**
6:30 p.m.	**Recreation and relaxation**
8:15—10:15 p.m.	**Supervised study**
11:00 p.m.	**Lights out**

Tuesday, August 1, 1961

7:15 a.m.	**Breakfast**
8:05 a.m.	**Classes for Chemistry and Algebra students**
8:30— 4:00 p.m.	**Trip to Biltmore House for English, History and Spanish classes**
12:15 p.m.	**Lunch**
1:30 p.m.	**Guidance and Counseling**
3:00— 5:00 p.m.	**Organized activity**
5:30 p.m.	**Dinner**
6:30 p.m.	**Recreation and relaxation**
8:00 p.m.	**Movie "This Happy Feeling" and/or Supervised study**
10:00 p.m.	**Study**
11:00 p.m.	**Lights out**

Wednesday, August 2, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Thursday, August 3, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity and/or movie at the Gallery
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Friday, August 4, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Saturday, August 5, 1961

8:00 a.m.	Breakfast
9:00— 4:00 p.m.	Campsite picnic for group C only
9:00—12:00 noon	Free time for groups A, B and D
12:00 noon	Lunch
1:00— 5:00 p.m.	Free time
5:30 p.m.	Dinner
6:30—12:00 Midnight	Trip to Cherokee for group B only
6:30—12:00 Midnight	Free time for groups A, C and D
12:00 Midnight	Lights out

Sunday, August 6, 1961

8:00 a.m.	Breakfast
9:00— 4:00 p.m.	Trip to Highlands for group A only
10:00 a.m.	Sunday School of your choice
11:00 a.m.	Church Services of your choice
12:00 noon	Lunch
1:00— 5:00 p.m.	Free time
5:30 p.m.	Dinner
6:30—11:00 p.m.	Free time
11:00 p.m.	Lights out

Monday, August 7, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Tuesday, August 8, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:00 p.m.	Movie "Giant of Marathon" and/or Supervised study
10:00 p.m.	Study
11:00 p.m.	Lights out

Wednesday, August 9, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Thursday, August 10, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity and/or movie at the Gallery
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Friday, August 11, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Saturday, August 12, 1961

8:00 a.m.	Breakfast
9:00— 4:00 p.m.	Campsite picnic for group A only
9:00—12:00 noon	Free time for groups B, C and D
12:00 noon	Lunch
1:00— 5:00 p.m.	Free time
5:30 p.m.	Dinner
6:30—12:00 Midnight	Trip to Cherokee for group D only
6:30—12:00 Midnight	Free time for groups A, B and C
12:00 Midnight	Lights out

Sunday, August 13, 1961

8:00 a.m.	Breakfast
9:00— 4:00 p.m.	Trip to Highlands for group C only
10:00 a.m.	Sunday School of your choice
11:00 a.m.	Church Services of your choice
12:00 noon	Lunch
1:00— 5:00 p.m.	Free time
5:30 p.m.	Dinner
6:30—11:00 p.m.	Free time
11:00 p.m.	Lights out

Monday, August 14, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Tuesday, August 15, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
10:00 a.m.	Trip to Enka for Chemistry Class (American Enka Corp.)
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:00 p.m.	Movie "It Started With A Kiss" and/or Supervised study
10:00 p.m.	Study
11:00 p.m.	Lights out

Wednesday, August 16, 1961

7:15 a.m.	Breakfast
8:05 a.m.	Classes
12:15 p.m.	Lunch
1:30 p.m.	Guidance and Counseling
3:00— 5:00 p.m.	Organized activity
5:30 p.m.	Dinner
6:30 p.m.	Recreation and relaxation
8:15—10:15 p.m.	Supervised study
11:00 p.m.	Lights out

Thursday, August 17, 1961

7:15 a.m.	**Breakfast**
8:05 a.m.	**Classes**
12:15 p.m.	**Lunch**
1:30 p.m.	**Guidance and Counseling**
3:00— 5:00 p.m.	**Organized activity and/or movie at the Gallery**
5:30 p.m.	**Dinner**
6:30 p.m.	**Recreation and relaxation**
8:15—10:15 p.m.	**Supervised study**
11:00 p.m.	**Lights out**

Friday, August 18, 1961

7:15 a.m.	**Breakfast**
8:05 a.m.	**Classes**
12:15 p.m.	**Lunch**
1:00— 4:00 p.m.	**Checking out**

APPENDIX O

WESTERN CAROLINA COLLEGE

Cullowhee, North Carolina

RULES AND REGULATIONS FOR HIGH STUDENTS IN DORMITORIES

IT WILL BE NECESSARY FOR HIGH SCHOOL STUDENTS TO SIGN OUT FOR ALL ACTIVITIES ON THE CAMPUS DURING THE EVENING. Boys will sign out in Counselor's room either on the box, on the trunk, or on the door. Girls will sign out on Counselor's door and on dormitory slips filed in routine manner downstairs.

CLOSED STUDY: From 8:15 p.m.—10:15 p.m. with room doors open. The Academic Counselors will be in charge of all study halls. No talking at all. No radios or record players will be played. Lights out by 11:00 p.m.

SODA SHOP: Students will not be allowed to go to the Towne House Soda Shop after 8:00 p.m. Counselors will make trip to Towne House for students who want refreshments, etc., during the evenings.

ROOM: All beds will be made and rooms swept before going to breakfast.

MOVIES AND OTHER FUNCTIONS: Students will be allowed to attend one movie and one other entertainment function a week. (If at all possible, they should see the free movie each Thursday in the Gallery of Hunter Library, from 3:00—5:00 p.m.) It will be necessary to sign out of dormitory for such night functions and all students must report back to their rooms not later than ten minutes after the night activity.

LIBRARY: Students will be permitted to use the college library after arrangements have been made for a tour through the library by your Instructor.

DATING: No dating during the week-ends except when going to a function on the campus. It will then be necessary for student to sign out of dormitory and report back to dormitory not later than fifteen minutes after activity.

VISITING: Written permission must be obtained from parents or guardians for students to be away from the campus overnight or for weekends except to go home. Students must have special permission and sign out when leaving campus overnight or for week-ends. Special permission must be requested to go to Sylva in the daytime, and only one trip per week will be permitted.

SWIMMING: Use the swimming pool at the same time that College students do. (3:15—5:30 p.m. Monday through Friday)

TENNIS: Use the tennis courts at any time that they are open, taking your turn.

WEIGHT-LIFTING EQUIPMENT (BOYS): Not to be kept in your rooms. A place will be assigned for storage.

DISCIPLINARY ACTION: In case disciplinary action is necessary, students concerned will be required to see Mr. Joe Hicks, or appear before the College Judiciary Committee.

APPENDIX P

SUGGESTED CHECKLIST OF ITEMS NEEDED BY CHILDREN GRADES 5 AND 6

CLOTHING

- One outfit for church
- *Underwear
- *Play clothes
- *School clothes
- Footwear
  - One pair of shoes (preferably leather) for hiking
  - One pair of sneakers
  - Other footwear for everyday and dress
  - Bedroom slippers
  - Shower shoes will be desirable
- Swim suit
- Bathrobe
- Rain gear

FOR THE ROOM

- One pillow
- Four Sheets
- Two pillowcases
- Two cotton bedspreads
- Towels, washcloths, soap, bathmat
- One bureau scarf
- Laundry bag
- Shoe bag
- One blanket
- Plastic drinking cup
- Plastic soap container and soap
- Toothbrush in container
- Toothpaste or powder
- Shoeshine kit
- Writing paper, stamps, fountain pen, pencils, notebook and school paper
- Flashlight (if owned)
- Personal sports equipment or musical instruments
- Hobby interest materials
- Camera (if child has one and wishes to make pictures)
- Favorite books
- Small desk lamp and two extension cords

FOR POSSIBLE CAMPING (if owned)

- Ground cloth or plastic sheet
- Two wool blankets or sleeping bag
- Personal outdoor or camping equipment, except knives or hatchets
- Blue jeans
- Long-sleeved shirt
- Old hat or cap

SPECIAL NOTE

Parents are asked to provide an allowance of $2.00 per week. Please adhere strictly to this rule, but allowance does not cover hair cuts for boys. If unforeseen expenses arise requiring extra money, this will be requested in a special letter to parents. The minimum charge of $5.00 for laundry will probably not be adequate if the college laundry is used for complete service.

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* With changes sufficient for twice-a-week laundry service.